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ABSTRACT

A study was conducted to examine methods through which Comprehensive Employment and Training Act (CETA) participants may be awarded credit for participation in CETA-sponsored programs in Pennsylvania. To accomplish this, CETA prime sponsors, CETA program operators, and a group of randomly selected potential program operators were surveyed. After identifying programs that had established credit-awarding procedures, on-site interviews were conducted to determine how this credit was awarded, the extent of credit awarded, the types of activities for which the credit was awarded, and the strengths and weaknesses of the credit-awarding process. The results of the study indicated that less than one-half of the respondents who operated programs awarded credit for CETA-sponsored activities, while half of those who did not award credit believed that awarding credit was inappropriate. A problem viewed by both proponents and nonproponents of awarding credit was that the participants were paid, and program operators forecasted or perceived negative community reactions for "paying students to go to school." Some respondents who did not award credit had an erroneous understanding of the process for granting credit. Programs that did award credit gave it for classroom experiences such as development of job-seeking skills, remedial and developmental instruction in English, reading, mathematics, and attainment of consumer skills, with .5 to 2.0 credits being awarded. It was recommended that a model for awarding credit be developed and more information about the credit-granting process be given to program operators, school boards, and community groups. (KC)

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ESTABLISHMENT OF A DATA BASE FOR USE IN THE DEVELOPMENT OF A MODEL FOR AWARDING ACADEMIC CREDIT TO CETA PARTICIPANTS

Final Report for
Governor's Special Grant
Project Number 2-50-020-CD

by

Barbara J. Attivo
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Pennsylvania Department of Education

May 1981

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DEFINITION OF TERMS USED IN THIS REPORT

The following operational definitions are provided to assist the reader in interpreting this report. These should not be confused with the Comprehensive Employment and Training Act (CETA) definitions appearing in the U. S. Department of Labor's Employment and Training Administration (CETA) Glossary of Program Terms and Definitions (1979) and the Federal Register, Part IX, dated May 20, 1980. Some of the definitions appearing below have been modified for use in this report.

Academic credit (credit) is elective course credit and required course credit which can be used to fulfill the requirements for a diploma, degree, or certificate. The terms "academic credit" and "credit" may be used interchangeably in this report.

CETA is the abbreviation for the Comprehensive Employment and Training Act.

CETA-eligible participant is a person who must meet the eligibility requirements as listed in the Federal Register, Part IX, Volume 45, Number 99, Paragraphs 675.5-1 to 675.5-11, dated May 20, 1980.

Classroom experience is time spent in a classroom by a CETA-eligible participant for the purpose of developmental, remedial, and/or vocationally-related education.

Consortium is two or more educational institutions who by agreement participate in the same CETA-sponsored activities and/or programs.

Elective course credit is credit earned by a student in addition to the required course credit in order to meet the requirements for a diploma, degree, or certificate.

General work experience credit is credit awarded to CETA-eligible participants for work experience which can be applied toward the requirements for a diploma, degree, or certificate.

Handicapped students are those students who have been classified by appropriate procedures as having visual impairment, speech impairment, hearing impairment, mental retardation, physical handicap, and/or learning disabilities.

Intermediate unit (IU) is one echelon of a three-echelon state education system (school district, intermediate unit, and state education department). The IU provides consultative, advisory, and/or education program services to public and nonpublic schools. The school district assumes responsibility for the administration, supervision, and operation of the program. The IU also provides ancillary services to the state education system for improvement of education.

PDE is the abbreviation for the Pennsylvania Department of Education.

Planned course is a course which consists of at least: (1) a written statement of objectives to be achieved by students, (2) content to be used to reach objectives, (3) expected levels of achievement, and (4) procedures for evaluation.

Prime sponsor is a unit of government, combination of units of government, or a rural orientated employment program granter, as set forth in the CETA regulations, which has entered into an agreement with the Department of Labor to provide comprehensive manpower services.

Program operator is a local government, public or private educational institution, educational organization, nonprofit organization, or other quasi-public or private-for-profit organization which receives CETA financial assistance to perform services under the Act.

Required course credit is that credit granted upon successful completion of those planned courses which are necessary to fulfill the requirements for a diploma or degree.

School district provides public educational programs and services for pupils within its geographical boundaries and has the power to tax in order to provide the programs and services.

Subject-related work experience credit is credit awarded to CETA participants for work experience related to a specific subject area. The credits awarded can be applied toward the requirements of a diploma, degree, or certificate.

Vocational-technical school provides a course of study in vocational-technical education to individuals in preparation for entry into the labor market. The vocational-technical program can be implemented in a specialized high school, a department within a high school, a vocational-technical school, or in a department or division of a community college.

Work experience is the time spent by a CETA-eligible participant in a supervised program of education, skill development, and training outside the traditional classroom which enhances the vocational opportunities of the participant.

Youth Employment and Training Program (YETP) is authorized by the Youth Employment and Demonstration Projects Act of 1977 as Subpart A, Part A, Title IV, of the CETA Amendments of 1978. This program is designed to make a long-term impact on youth employment through career opportunities and such training and supportive services needed to aid youth ages 12 to 21 in completing school and/or securing unsubsidized employment.

I. Introduction

A. Background and Purpose of Study

The Comprehensive Employment and Training Act (CETA) was enacted by Congress in 1973 and amended in 1978. The purpose of CETA is to assist in preparing people for full-time, unsubsidized employment and to provide job opportunities for economically disadvantaged, unemployed, and underemployed persons. In order to accomplish these tasks, the federal government provides funds to prime sponsors to operate programs which address these goals of CETA. The CETA rules and regulations, as stated in the Federal Register for May 20, 1980, address the awarding of academic credits (academic credit and credit may be used interchangeably) for students enrolled in CETA/YETP programs in the following way:

> Prime sponsors shall make appropriate efforts to encourage educational agencies and postsecondary institutions to award academic credit for the competencies participants gain from the program (Sec. 445).

The purpose of this study was to examine methods through which CETA participants may be awarded credit for participation in CETA-sponsored programs as encouraged in the above guideline. In order to examine the effect of this CETA guideline, the Pennsylvania Department of Labor and Industry established as one of its priorities the study of educational linkages within the Commonwealth.

In response to this priority, the Bureau of Research and Evaluation of the Pennsylvania Department of Education (PDE) submitted a preliminary proposal outlining activities to be carried out during a two-year period. During the first year of the project, it was proposed that surveys and interviews would be used to determine the extent to which credit was being awarded to CETA-eligible participants in secondary and postsecondary institutions in the Commonwealth of Pennsylvania. For the second year of the project, it was proposed that one or more credit-awarding models would be developed using the data collected during the first year of the project. Following approval of the preliminary proposal, the Bureau of Research and Evaluation then submitted a proposal for the first year of the project. This proposal, which examined the awarding of credit, was funded for the first year under the Governor's Special Grants for CETA programs. This report describes the activities conducted during the first year and reports findings resulting from those activities.

B. Criteria for Awarding Credit in Pennsylvania

All CETA programs which award credit in Pennsylvania are operated by secondary and postsecondary institutions. While credit-awarding procedures at postsecondary institutions are largely determined by institutional policies, credit-awarding procedures at secondary institutions are guided by the Pennsylvania State Board of Education regulations. Therefore, CETA programs at the secondary level must conform to these established requirements.

Students in Pennsylvania are required to complete 13 planned courses for credit in grades 10, 11, and 12 which include the following as outlined in PDE's Curriculum Requirements (1980):

- Three planned courses in English
- One planned course in mathematics
- One planned course in science
- Two planned courses in social studies
- Planned program in health education
- Planned program in physical education

These requirements allow local school districts some degree of flexibility. The districts can be in compliance with all state curriculum requirements and still have time available to offer elective courses. According to Chapter 5, Section 5.74 of the State Board of Education Curriculum Regulations (CR), school districts, at their discretion, can establish requirements for graduation so long as such requirements do not conflict with those cited in this section.

Furthermore, it should be noted that a planned course is not defined in terms of hours of instruction. According to the regulations, credit may be awarded by the principal, in consultation with the teacher, to regularly enrolled students who successfully pass an examination which assesses mastery of a planned course, regardless of time spent receiving formal instruction in the course, and in accordance with policies established by the board of school directors (Section 5.15a CR). Also, at the discretion of the principal and in consultation with the teacher, credit may be awarded for the satisfactory completion of a planned course, regardless of time actually spent in class, and in accordance with policies established by the board of school directors (Section 5.15b CR). Students may also earn credit through independent study (Section 5.15c CR), correspondence study, summer [illegible], Saturday classes, study at summer camps, or any other manner considered appropriate by the principal and the PDE (Section 5.15d CR).

Although planned courses for credit in several areas are required for graduation and have been delineated by the Pennsylvania CR, there is a potential for flexibility in the awarding of credit. Such flexibility could be linked to CETA programs in order to meet the regulations which suggest the awarding of credit for CETA experiences. To date there has been limited published information about the credit-awarding process within Pennsylvania for CETA participants.

C. The Problem

There was very little information concerning the awarding of credit to CETA participants in Pennsylvania. Therefore, a need existed for a data base which could be used to develop a model for awarding academic credit.

D. Methods of Investigation

This investigation was designed to determine the extent to which credit was awarded and the methods used by Pennsylvania educational institutions for awarding credit to CETA participants. Survey and interview techniques were selected as the most appropriate methods by which data could be collected to determine the extent to which, and methods by which, credit was awarded for CETA-related activities. Some survey questions were designed to be general in nature to allow the respondents sufficient latitude in describing the process of awarding credit for CETA-related activities.

The more complex aspects of methods by which credit was awarded, student requirements in credit-awarding programs, advantages and disadvantages of awarding credit, and similarities and differences among CETA programs which awarded credit could not adequately be determined by the use of a survey. Therefore, the interview process was selected as the method which would best obtain this type of information.

II. Review of Literature

A. Introduction

This section is intended to provide the reader with a brief review of literature concerning awarding of credit for work experiences. It is evident from the literature that awarding credit for work experiences occurs in both secondary and postsecondary institutions in the United States.

B. History of Work Experience

The type of work experience programs which are now prevalent at all educational levels was pioneered in 1906 (Banker, 1980). The literature on the subject of work experiences is dominated by references to college and university-level programs. Nearly "half" of all work experience programs are operated at two-year colleges which offer courses in technologies, automotives, electronics, health, business, and the like (Banker, 1980).

With the passage of the Manpower and Development Training Act in 1961, the federal government began to assume a major role in vocational and training programs in an effort to serve those who were both out of school and out of work. Later, in 1977 the U. S. Congress approved the Youth Employment and Demonstration Projects Act (YEDPA) in order to provide youth between the ages of 14 and 21 with short-term employment, counseling, education, and training. In 1978 when CETA was reauthorized, YEDPA was incorporated into the legislation. The YEDPA portion of the legislation authorized programs to provide youth between the ages of 14 and 21 with short-term employment, counseling and related services, education, and training (Banker, 1980).

The YEDPA stated that academic credit may be awarded for competencies derived from work experience obtained through CETA/YEDPA and that this credit should be consistent with applicable state law. This provision was incorporated into the CETA Amendments of 1977 (Educational Collaboration Issues in Three States, 1979).

Work experience programs established under CETA and YEDPA have both in-school and out-of-school components to help their participants either remain in school or return to school (Banker, 1980).

In summary, the many kinds of programs that provide work experience may or may not award credit and pay. These programs come under such titles as in-service learning, experiential education, career education, and community education. These programs all offer participants "real" world experiences. The programs differ in: (1) the various work experience requirements, (2) the amount of credit awarded, if any, and (3) whether staff members for the programs are credentialed as counselors, instructors, or as work experience coordinators, career education specialists, or vocational counselors (Banker, 1980).

C. Purposes of Awarding Credit for Work Experiences

A major emphasis of the CETA/YEDPA legislation is to improve the transition between school and work. To make maximum use of existing financial and other resources in both the educational and training systems, it is necessary to develop a process that involves both the world of work and education. This coordinated thrust implies that education and employment and training programs and services should be complementary to one another rather than duplicative.

A related study conducted by the Office of Youth Programs of the Department of Labor/Employment and Training Administration and National Association of School Boards of Education (NASBE) assumed that there were a number of reasons why local school districts would want to award credit for training and employment experiences provided through CETA and that CETA prime sponsors wanted credit offered for these experiences and services. The study concluded that the awarding of credit for CETA youth programs (Blank, 1979):

1. Made it possible to retain high risk potential dropouts by offering alternative methods of learning and of obtaining credit toward graduation.

2. Could better serve the needs of disadvantaged students who often tended to have a combination of poor grades, low educational achievement, alienation from the public school system, and a high dropout rate.

3. Allowed school districts to receive financial and staff support for expansion of existing education/work programs and thus provided services to more students through these programs.

4. Allowed school districts to provide school dropouts with an alternative means of earning high school credits and possibly renewing their interest in education or training.

5. Allowed the schools to develop a stronger linkage between the education curriculum and the job market.

The study also found that CETA prime sponsors:

1. Permitted cooperative linkages with the public schools and enabled prime sponsor youth programs to have a stronger preventive focus and less of a rehabilitative orientation.

2. Offered programs which provided the student with coping skills, basic academic skills, and/or job training.

3. Provided dropouts with alternative educational experience for credit before other problems related to dropping out necessitated a rehabilitative type of program.

4. Awarded credit for work experience and transition services which increased the perceived legitimacy of the CETA youth program.

5. Awarded credit which provided more involvement by school faculty and staff in CETA program development and integrated educational objectives into the design.

The study also identified three methods for awarding credit for work experiences. They were: (1) within-program evaluation for the awarding of credit, (2) credit given for prior experience, and (3) the use of experiences designed for the awarding of credit (Banker, 1980).

A study of educational linkages between CETA prime sponsors and program operators and educational institutions within the Commonwealth of Pennsylvania was reported by Brown (1980). The study in part sought to determine:

1. What differences existed between prime sponsors and/or operating agencies that reported good linkages and those that did not.

2. The requirements which were needed for effective linkages in different environmental contexts.

On the basis of his findings, Brown concluded that the most important single factor in the improvement of CETA/educational linkages was the reconciliation of divergent philosophies on the part of prime sponsors and program operators. Two of Brown's recommendations for improving linkages were that (1) channels of communication need to be improved, and (2) CETA prime sponsors and their program operators and program directors need to take special initiatives to overcome existing bias against, and consequent resistance to, public service programs such as CETA, in politically and socially conservative communities. The implementation of these recommendations could have a profound, positive effect on the extent to which credit is awarded to CETA participants in the future.

III. Procedures of Investigation

A. Survey of Prime Sponsors

The CETA Prime Sponsor Survey (Appendix A) was mailed to each of the 32 prime sponsors in Pennsylvania. It was accompanied by a letter (Appendix B) describing the purpose of the study. The survey was designed to obtain names of program operators, data on types of programs, and information about the awarding of credit to participants. Phone calls were made and letters were mailed to those prime sponsors who did not respond to the initial information request.

B. Survey of Program Operators

The CETA Program Operator Survey (Appendix C) was mailed to the 161 program operators identified by prime sponsors on the CETA Prime Sponsor Survey. Again, it was accompanied by a letter (Appendix D) describing the purpose of the study. Open-ended questions were used on this survey for two primary reasons. First, there was insufficient baseline information upon which to develop highly specific items. More important, these open-ended questions gave the respondents an opportunity to provide important information that might have otherwise been overlooked.

The CETA Program Operator Survey was designed to gather the following information: (1) if credit was awarded for CETA-sponsored experiences, (2) if so, what type of experiences received such credit, (3) how such credit was awarded, (4) the respondent's perception of the appropriateness of awarding credit for CETA participation, and (5) the respondent's judgment about which type of credit should be awarded for those work experiences frequently found in CETA programs.

To determine if the 161 programs identified by the prime sponsors on the CETA Prime Sponsor Survey provided a comprehensive and reliable list of CETA programs operating at the secondary level within the Commonwealth, 50 potential program operators were randomly selected from a PDE list of public educational institutions. None of these 50 had been identified by prime sponsors as program operators. These 50 potential program operators, which were sent copies of the survey, included school districts, IUs, and vocational-technical schools. In addition, all state-owned colleges, the state-owned university, and community colleges not previously identified as program operators were surveyed. In all, 236 CETA Program Operator Surveys with prepaid, addressed envelopes were sent to the program operators and potential program operators.

C. Program Operator Interviews

Program operators were selected to be interviewed by applying four criteria to their earlier responses on the CETA Program Operator Survey. These four criteria were: (1) the type of program; i.e., secondary, postsecondary, community-based, private, or public; (2) the geographic location of the program; (3) the uniqueness of the program when compared to other programs; and (4) an indication that credit was being or could be awarded to participants. Using these criteria, 60 programs, 51 of which awarded credit, were selected for on-site interviews.

The CETA Program Operator Interview Questionnaire (Appendix E) was developed for use during the interviews to study: (1) existing models or methods of awarding credit for CETA training in Pennsylvania, (2) problems encountered in the awarding of credit, (3) various credit-awarding models' strengths and weaknesses, and (4) such types of specific data about CETA participants as total number of credits earned per year, type of work experiences, and type and length of classroom experience.

When contacted by phone, all 60 program operators expressed a willingness to be interviewed. However, due to scheduling problems caused by factors such as previous commitments, vacations, and illness, nine program operators were not interviewed. The 51 interviews were conducted during a 12-week period from April through July 1980 by three interviewers. Forty-three interviews were conducted by one interviewer. The remaining eight were group interviews conducted by two or three interviewers. Of these eight interviews, several were conducted at the beginning of the interview process to establish a common understanding and interpretation among the interviewers. The remainder took place at periodic intervals throughout the interview process to maintain the established reliability of procedures.

There were usually several program staff members present during each interview. The interviewer would begin by giving those present a copy of the proposal which described the study and explained the purpose of the interview. The interview then proceeded with a detailed discussion of the program. The interviewer guided the discussion so that the desired information was elicited through topical discussion rather than direct questioning. However, direct questions were asked when a question remained unanswered or a point remained unclear. This informality seemed to elicit genuine and valid responses from the program representatives.

After the 51 interviews were completed, narrative program descriptions were written for those 44 programs for which sufficient descriptive information was obtained. The narratives were then mailed to the appropriate interviewers for review and modifications, if necessary. At this time we asked for permission to identify the program in this report. The program narratives and names and addresses of prime sponsors and program operators (except for one program operator who did not give permission to be identified in this report) appear in Appendix F. A summary of some of the related interview data is displayed in Appendix G.

IV. Results

A. CETA Prime Sponsor Survey

Two surveys were mailed to determine the extent to which credit was awarded to participants in CETA-funded programs operating in the Commonwealth of Pennsylvania. The first survey (CETA Prime Sponsor Survey--Appendix A) was mailed to 32 prime sponsors in the Commonwealth. Each prime sponsor was asked to identify all programs funded by the prime sponsor and to indicate the name of each program operator, program operator addresses, program titles, and whether or not credit was awarded to participants of a program. Thirty prime sponsors (94 percent) responded to the CETA Prime Sponsor Survey.

B. CETA Program Operator Survey

1. Overview

Using the data obtained from the returned CETA Prime Sponsor Surveys, 161 program operators were identified. A copy of the CETA Program Operator Survey was then mailed to each of these program operators plus the 50 randomly selected program operators and those 25 institutions of higher education described in the Procedures section of this report. In all, a total of 236 CETA Program Operator Surveys were mailed within the Commonwealth of Pennsylvania.

Table 1 reports the number of surveys mailed to each type of organization. They were categorized into three groups: (a) those selected based upon the information provided by the survey of prime sponsors, (b) those selected for inclusion because of a high probability that a program might be operating even though a CETA Prime Sponsor Survey did not reveal this information, and (c) those selected based on a random selection of institutions that could possibly operate such programs for credit.

The state-owned colleges and university and all community colleges were surveyed, either as potential program operators or as program operators identified by prime sponsors. Neither private secondary nor private postsecondary institutions were included in the randomly selected group. Therefore, the only private institutions surveyed were those identified by prime sponsors on the CETA Prime Sponsor Survey.

Table 2 reports the number and percent, by orgabizational type, of CETA Program Operator Surveys that were returned. Analysis of Table 2 reveals that an overall rate of return of 68 percent was obtained. Return rates ranged from 100 percent for private secondary schools to 53 percent for community-based programs.

Table 1

Summary of CETA Program Operator Surveys Mailed

Type of Organization Surveyed	Number of Surveys Mailed: Program Operators Identified by Prime Sponsors	Randomly Selected Group	Other Selected Group	Total
Community-Based Organizations	47	0	0	47
Intermediate Unit	14	4	0	18
Postsecondary Institutions:				
Two-Year Community Colleges	5	0	12*	17
Four-Year State-Owned Colleges and University	1	0	13	14
Private Colleges	3	0	0	3
Secondary Institutions:				
Public School Districts	72	43	0	115
Vocational-Technical Schools	17	3	0	20
Private Schools	2	0	0	2
TOTAL	161	50	25	236

*Some community colleges operated more than one program.

Table 2

Summary of CETA Program Operator Surveys Returned

Type of Organization	Surveys Returned from Programs Identified by CETA Prime Sponsor Survey		Surveys Returned from Randomly Selected Group		Surveys Returned from Other Selected Group		Total Surveys Returned	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Community-Based Organizations	25	53	0	0	0	0	25	53
Intermediate Units	10	71	1	25	0	0	11	61
Postsecondary Institutions:								
Two-Year Community Colleges	3	60	0	0	11	92	14	82
Four-Year State-Owned Colleges and University	1	100	0	0	8	62	9	64
Private Colleges	2	67	0	0	0	0	2	67
Secondary Institutions:								
Public School Districts	54	75	29	67	0	0	83	71
Vocational-Technical Schools	14	82	1	33	0	0	15	75
Private Schools	2	100	0	0	0	0	2	100
TOTAL	111	69	31	62	19	76	161	68

2. Comparison of Results of CETA Prime Sponsor Survey to CETA Program Operator Survey

Table 3 reports a comparison of the results of the CETA Prime Sponsor Survey to the CETA Program Operator Survey. These results show for each prime sponsor: (a) the number of programs that awarded credit and did not award credit, (b) the number of program operators who responded to the question concerning the awarding of credit and were in agreement with the prime sponsor, (c) the number of program operators whose responses did not agree with those of the prime sponsor about the awarding of credit, and (d) the number of program operators not responding to the survey.

Of the 161 programs identified by prime sponsors, 84 awarded credit, 62 did not award credit, while the credit-awarding status of 15 was unknown to the prime sponsor at the time of the survey.

A comparison between the CETA Prime Sponsor Survey and CETA Program Operator Survey results on the status of awarding credit for these 161 programs appears in Table 4. A total of 51 program operators (32 percent) did not respond to the survey. For the 110 who did respond, 56 confirmed that credit was awarded, 29 confirmed that credit was not awarded, while no comparison could be made for seven of the programs because the prime sponsors did not indicate whether or not credit was awarded. There were 18 program operators (11 percent) whose credit-awarding status did not agree with what was reported by their prime sponsors.

Table 3

Comparison of Results of CETA Prime Sponsor Survey to CETA Program Operator Survey on Number of Programs Awarding and Not Awarding Credit

Prime Sponsor	CETA Prime Sponsor Survey Results		Comparison of Results of CETA Prime Sponsor Survey to CETA Program Operator Survey				Program Operators Not Responding
			Agreed		Disagreed		
	Credit Awarded	Credit Not Awarded	Credit Awarded	Credit Not Awarded	Credit Awarded	Credit Not Awarded	
Allegheny County	1	5	1	1	-	-	4
Beaver County	-	-	-	-	-	-	-
Berks County	1	0	1	-	-	-	-
Bucks County	4	0	2	-	1	-	1
Centre County	2	3	2	1	-	1	2
Chester County	1	0	1	-	-	-	-
Delaware County*	1	0	1	-	-	-	1
Erie County	1	0	1	-	-	-	-
City of Erie	2	4	1	2	-	-	3
Franklin County	1	0	1	-	-	-	-
Lancaster County	4	4	2	2	2	-	2
Lawrence County	1	1	0	1	1	-	-
Tri-County Manpower	2	0	1	-	-	-	1
Washington County	2	6	2	-	-	-	6
Westmoreland County	1	15	1	13	-	-	2

*Credit-awarding status was unknown by the prime sponsor for one program.

Table 3 (continued)

Prime Sponsor	CETA Prime Sponsor Survey Results		Comparison of Results of CETA Prime Sponsor Survey to CETA Program Operator Survey				Program Operators Not Responding
			Agreed		Disagreed		
	Credit Awarded	Credit Not Awarded	Credit Awarded	Credit Not Awarded	Credit Awarded	Credit Not Awarded	
York County	2	2	2	-	-	-	2
Balance of State							
Bradford County	3	0	2	-	-	-	1
Wayne County	2	0	2	-	-	-	-
Jefferson-Clarion	3	0	1	-	2	-	2
Northern Tier	8	0	6	-	2	-	-
Central Pa. Community Action**	-	-	2***	3***	-	-	2
South Central**	2	-	1	2***	-	-	6
Lackawanna County	2	0	1	-	-	-	1
Lebanon County	2	1	0	-	2	-	1
Lehigh Valley Consortium	3	2	2	-	-	2	1
Luzerne County	0	1	-	-	-	1	-
Lycoming-Clinton Consortium	4	0	4	-	-	-	-
Mercer County Consortium	6	0	4	-	1	-	1
Montgomery County	7	15	3	7	3	-	9
Northumberland County	1	0	1	-	-	-	-

**Credit-awarding status was unknown by the prime sponsor for seven programs.
***Initial status of credit awarding unknown (these numbers not included in totals).

Table 3 (continued)

Prime Sponsor	CETA Prime Sponsor Survey Results		Comparison of Results of CETA Prime Sponsor Survey to CETA Program Operator Survey				Program Operators Not Responding
			Agreed		Disagreed		
	Credit Awarded	Credit Not Awarded	Credit Awarded	Credit Not Awarded	Credit Awarded	Credit Not Awarded	
Philadelphia Area Manpower Planning Council	2	1	0	1	-	-	2
Schuylkill-Carbon Counties	1	0	1	-	-	-	-
City of Scranton	0	2	-	1	-	-	1
Southern Alleghenies	1	0	1	-	-	-	-
Susquehanna Employment Training Corp.	9	0	8	-	-	-	1
TOTAL	84	62	56	29	14	4	51

Table 4

Number of Programs Awarding and Not Awarding Credit
as Reported by Program Operators

	Number	Percent
Confirmed prime sponsor information that credit is awarded	56	35
Confirmed prime sponsor information that credit is not awarded	29	18
Did not confirm prime sponsor information concerning the awarding of credit	18	11
Credit-awarding status unknown by prime sponsor	7	4
Did not respond to CETA Program Operator Survey	51	32
TOTAL	161	100

A close examination of Table 3 reveals two types of inconsistencies. In 14 cases, the prime sponsor reported that credit was awarded, while the program operator reported that credit was not awarded. For the remaining four cases, the prime sponsor reported that credit was not awarded, while the program operator reported that credit was awarded. These results are summarized in Figure 1.

Figure 1

Consistencies and Inconsistencies in Credit-Awarding Status

	Program Operator Reports Academic Credit Is Awarded	Program Operator Reports Academic Credit Is Not Awarded
Prime Sponsor Reports Academic Credit Is Awarded	56 Programs	14 Programs
Prime Sponsor Reports Academic Credit Is Not Awarded	4 Programs	29 Programs

It seems reasonable to assume that program operators, because of their familiarity with the program, were more knowledgeable about the credit-awarding status of programs. For this reason, the program operators' data concerning the awarding of credit was used in this report.

3. Randomly Selected Group

In an effort to determine if the list provided by the prime sponsors was complete, 50 potential program operators were randomly selected, surveyed, and their results analyzed. Table 2 shows that 31 surveys (62 percent) were returned, a rate only slightly less than the return rate of 70 percent for those program operators identified by the CETA Prime Sponsor Survey.

The analysis of the results from this group shows that the list of program operators supplied by the prime sponsors was, in fact, not complete. As Table 5 shows, 12 of 31 respondents (39 percent) did have CETA programs operating which were not reported by their prime sponsor.

Table 5

Survey Results of Credit-Awarding Status for the Randomly Selected Group of Potential Program Operators

Type of Organization	Number of Surveys Returned	CETA Program Operating			Number with No CETA Programs
		Credit Awarded	Credit Not Awarded	Total	
Intermediate Units	1	0	1	1	0
Public School Districts	29	5	5	10	19
Vocational-Technical Schools	1	1	0	1	0
TOTAL	31	6	6	12	19

In fact, six of these program operators reported that they awarded credit to their participants. The other six program operators did not award credit to their participants. It is clear that it was not possible to get a complete list of program operators from the prime sponsors using the procedures of this study. While this was a cause for concern, it was not possible to resolve these discrepancies within the scope of this investigation.

4. Summary of Responses to CETA Program Operator Survey

a. All Program Operators

Table 6 summarizes the program operators' responses to three of the questions found on the CETA Program Operator Survey. Of the 159 program operators who returned the survey, 155 (98 percent) responded to Question 1. Seventy-three respondents (45 percent) awarded credit to CETA participants, while 82 (51 percent) did not award credit for participation in CETA-sponsored activities. Of those responding affirmatively to the first question, 67 (92 percent) believed credit should be awarded to CETA participants, while three (4 percent) believed it should not be awarded. Of the 82 respondents who did not award credit, 38 (46 percent) felt credit should be awarded for CETA participation, while 39 (48 percent) did not believe the awarding of credit for CETA participation was appropriate.

Of the 67 respondents who responded affirmatively to both Question 1 and Question 4, 33 (49 percent) believed that if credit were awarded to CETA participants the credit should be awarded in a recognized subject area, while 25 (37 percent) believed general education credits should be awarded. Six respondents (9 percent) in this group felt that both types of credit, general and subject-related, were appropriate.

Of the 38 program operators who said they did not award credit but believed it was appropriate to award credit for CETA participation, 24 (63 percent) indicated that subject-related credit would be appropriate, while 10 (26 percent) believed that general credit was appropriate.

Thirty-nine respondents indicated they did not award credit and, further, did not believe that awarding of credit was appropriate. Nine (23 percent) of these believed that if credit were to be awarded, subject-related credit would be appropriate, while one (3 percent) suggested the awarding of general credit. However, most (29 or 74 percent) of these respondents did not respond to this question.

The respondents who favored subject-related credit felt it was more difficult to apply toward a diploma or a degree. In contrast, those who recommended the awarding of general credit (credit which does not replace required courses but is applicable toward graduation) pointed out that CETA experiences and instruction did, in fact, frequently relate to traditional subject matter as found in school today and were often related to several school subject areas in terms of the skills and competencies that were taught.

Table 6

Summary of Responses to CETA
Program Operator Survey
(N = 161)

Question 1. Is credit now, or has it been, awarded to CETA participants for their participation in your CETA program?	N	Percent	Question 4. Do you feel academic credit should be awarded for CETA participation?	N	Percent	Question 5. If credit is to be awarded for life or work experience, should subsequent credit be related to a recognized subject area or would general credit be more suitable?	N	Percent
Yes	73	45	Yes	67	92	Subject	33	49
						General	25	37
						Both	6	9
						Not Responding	3	4
			No	3	4	Subject	1	33
						General	1	33
						Not Responding	1	33
			Not Responding	3	4			
No	82	51	Yes	38	46	Subject	24	63
						General	10	26
						Not Responding	4	11
			No	39	48	Subject	9	23
						General	1	3
						Not Responding	29	74
			Not Responding	5	6			
Not Responding	6	4						

b. Credit-Awarding Program Operators

Respondents to the CETA Program Operator Survey who awarded credit cited, in their comments, five major reasons which influenced their decision to award credit: (1) CETA programs provide experiences to students that are similar to other non-CETA experiences for which credit has been deemed appropriate, (2) CETA programs assist participants in developing specific competencies which merit recognition, (3) credit awarded in such CETA programs reduces student dropout rates by providing an additional incentive to stay in school or return to school, (4) the instruction and activities involved are supervised by professional personnel, and (5) the awarding of credit for CETA-sponsored activities enhances employability. Table 7 shows the number and percentage of respondents citing each reason.

Table 7

Credit-Awarding Program Operators' Reasons for Awarding Credit
(N = 67)

Reasons Cited for Awarding Credit to CETA Participants	Number of Respondents Citing Reason	Percent of Respondents Citing Reason
CETA program provides experience similar to other educational programs which currently award credit	22	33
CETA program develops skill(s) which merit recognition by awarding academic credit	18	27
Awarding of credit reduces dropout rates	9	13
Instruction and/or activities are supervised by professional personnel	9	13
Employability is enhanced	5	7

Table 7 shows that approximately one-third of program operators stated that their CETA program instructional activities and/or experiences paralleled other non-CETA activities. In addition, nearly the same proportion (27 percent) pointed out that the skills and competencies acquired by participants through CETA-sponsored activites were of significant importance to the student's educational program and therefore the awarding of credit was deemed appropriate.

The respondents gave detailed explanations for their decisions to award credit. These detailed explanations, for each of the five major reasons listed in Table 7, are as follows:

(1) CETA Programs Provide Experiences Similar to Other Educational Programs

Those respondents who cited this reason commented that the instructional and other activities which students participated in were similar to such curriculum approaches as the diversified education model or the cooperative education model. Much as they do, the CETA programs provide participants with classroom instruction related to consumer skills, vocational skills, and career development.

(2) CETA Programs Develop Skills Which Merit Recognition

It was noted by some respondents that the skills developed or demonstrated by CETA participants could not be equated to other requirements but were no less important to a student's overall education. The awarding of credit permitted the school to recognize these competencies as worthwhile.

(3) Awarding Credit Reduces Dropout Rates

The respondents indicated that CETA participants were frequently students who were likely to drop out of school. By receiving credit that was applicable to graduation requirements, participants were able to progress toward completion of the school's graduation requirements.

(4) Instruction and/or Activities are Supervised by Professional Personnel

Some CETA Program Operator Survey respondents indicated that participants were awarded credit because the personnel who provided the instruction and/or supervision were certified or had training which enabled them to provide programs comparable to credit-granting non-CETA programs.

(5) Employability is Enhanced

The respondents indicated that CETA participants were often the type of individuals whose chances for employment were reduced by problems associated with a low self-esteem. The respondents felt the receiving of credit improved students' self-esteem. This improvement in these affective areas, combined with improved work experience skills and knowledge, resulted in a higher level of employability.

c. Noncredit Awarding Program Operators

(1) Reasons for Not Awarding Credit

Respondents to the CETA Program Operator Survey were asked to indicate, in response to Item 1, whether or not credit was awarded for CETA-sponsored activities. If credit was not awarded, they were asked to explain why such credit was not given.

These respondents identified six major reasons why credit was not awarded. The most frequently cited reasons for not awarding credit were: (a) the CETA program is conducted outside the regular school curriculum, (b) monetary compensation is given or a certificate is awarded to participants in CETA programs, (c) the prime sponsor did not endorse the awarding of credit and/or did not assist in the development of the linkages necessary for the credit-awarding process, (d) the awarding of credit was not required in order to obtain funding from prime sponsors, (e) CETA programs that award credit would need the approval of the State Department of Education, and (f) alternative credit-awarding programs exist in which participants could enroll.

Table 8 provides a percentage summary of responses for each of the reasons given for not awarding credit.

Table 8

Noncredit-Awarding Program Operators' Reasons for Not Awarding Credit (N = 39)

Reasons Cited for Not Awarding Credit to CETA Participants	Number of Respondents Citing Reason	Percent of Respondents Citing Reason
Program conducted outside regular curriculum	18	46
Monetary compensation and/or certificate awarded to participants	8	21
Prime sponsors do not provide assistance in the establishment of linkages	8	21
Awarding of credit is not required for funding	6	15
Credit requires approval from State Department of Education	4	11
CETA participants can enroll in other programs to receive credit	2	5

The respondents gave detailed explanations of their reasons for not awarding credit. These explanations, for each of the six reasons listed in Table 8, were as follows:

(a) Program is Conducted Outside Regular Curriculum

CETA programs were perceived by some respondents as unrelated to the mission of the school. These respondents indicated that such programs were not among the general curriculum offerings approved by the local school board. Assisting individuals to become "job-ready" simply by providing work experiences did not, in the opinion of some of the respondents, qualify participants for credit. Some respondents from IUs who served as program operators indicated that difficulties were encountered with local educational agencies which would not accept the recommendation that credit be awarded for CETA-related experiences and activities.

(b) Monetary Compensation and/or Certificate Awarded

In general, those respondents who said that participants received monetary compensation and/or a certificate as a reason for not awarding credit indicated that these provided sufficient benefits to the CETA enrollees. Other respondents perceived the awarding of credit for CETA-related experiences as unfair to those who were ineligible. Some respondents also held the position that it was simply inappropriate to award credit for work experience activities.

(c) Prime Sponsors Did Not Provide Assistance in Establishment of Educational Linkages

Some respondents indicated that prime sponsors did not desire or require that credit be awarded because the development of such linkages would increase their administrative expenses. Other respondents indicated that there was a lack of enthusiasm by the prime sponsors or the advisory council to establish linkages which would result in the development of credit-awarding processes. One respondent indicated that the initiative for developing a course of study should be the responsibility of the CETA funding organization itself.

(d) The Awarding of Credit is Not Required for Funding

The respondents who cited this as a reason indicated that they had never been requested to award credit to CETA participants as a requirement for such funding. Therefore, CETA participants did not, as a result, receive credit for CETA-sponsored activities.

(e) Required Approval from the State Department of Education

Several respondents indicated that without approval of the State Department of Education the awarding of credit is not possible. Other program operators indicated that, since they were not recognized as an educational

institution, no currently established procedures existed for those CETA program operators to award credit. Respondents who cited this as the reason for not awarding credit were frequently community-based organizations who served as program operators.

(f) CETA Participants Can Enroll in Other Programs to Receive Credit

Some respondents said that CETA participants could enroll in other alternative programs which award credit as their reason for not awarding credit. They indicated that programs such as the General Education Development (GED) program and the Adult Basic Education (ABE) program are open to those CETA participants seeking credit.

(2) Reasons Why Credit Should Not Be Awarded

A related question was Question 4 which asked respondents if they felt credit should be awarded to CETA participants. Those who said "no" in response to this question cited essentially the same reasons that were cited for Question 1 such as: (a) the CETA program is conducted outside the regular educational program, (b) monetary compensation and/or a certificate are awarded, and (c) alternative programs exist for awarding credit. Table 9 provides a summary of the frequency and percent of respondents for each of the three reasons identified by respondents who felt credit should not be awarded for CETA activities. As can be seen, they are very much like the reasons cited for not awarding credit which were listed in Table 8. The detailed explanations offered by respondents to support their reasons were also essentially the same.

Table 9

Noncredit-Awarding Program Operators' Reasons Why Credit Should Not Be Awarded (N = 39)

Reasons Cited Why Credit Should Not Be Awarded to CETA Participants	Number of Respondents Citing Reason	Percent of Respondents Citing Reason
Program is conducted outside the regular curriculum	9	23
Monetary compensation and/or certificate is awarded to participants	9	23
Alternative programs exist for awarding credit	4	10
Other	5	13

(3) Reasons Why Credit Should Be Awarded

A substantial number of program operators indicated that while they did not currently award credit for CETA participant activities they thought the awarding of such credit was appropriate and could prove beneficial to programs and participants. They identified five primary reasons why they wanted to award credit. They were: (a) experiences provided to CETA participants parallel similar experiences in schools which award credit, (b) CETA experiences which award credit enhance employability, (c) CETA activities and/or instruction are supervised by professional personnel, (d) CETA participants are required to demonstrate certain competencies, and (e) the awarding of credit encourages student retention in educational institutions. The number and percentage of respondents citing each reason are summarized in Table 10.

Table 10

Noncredit-Awarding Program Operators' Reasons
Why Credit Should Be Awarded
(N = 38)

Reasons Cited Why Credit Should Be Awarded to CETA Participants	Number of Respondents Citing Reason	Percent of Respondents Citing Reason
Parallels similar school experiences for which credit is awarded	26	68
Employability is enhanced	15	39
Instruction and activities are supervised by professional personnel	11	29
Selected skills are demonstrated	9	24
Student dropout rate is reduced	7	18

As can be seen by comparing Table 10 with Table 7, this group of respondents gave the same reasons for awarding credit that were given by program operators who did award credit. Further, their detailed explanations offered to support the reasons were the same and thus will not be delineated here.

C. Program Operator Interview Findings

1. Types of Institutions

It was decided that staff from three major types of CETA programs would be interviewed. The programs, selected on the basis of type of institution and the method of program administration, included: (a) secondary institutions, (b) consortia, and (c) postsecondary educational institutions. The number of each type of program selected and the type of experiences offered by each type of program appear in Table 11.

Table 11

Characteristics of CETA Programs Selected for Staff Interviews

Educational Unit	Work Experience Only	Classroom Experience Only	Both Work and Classroom Experience	Total
Secondary	3	0	12	15
Consortia	3	3	12	18
Postsecondary	0	11	0	11
TOTAL	6	14	24	44

a. Secondary Institutions

Secondary educational institution programs were operated by a single school district generally as part of a high school program. The CETA program staff were members of the high school faculty who were employed either part time or full time. The secondary institutions visited during the interview phase provided CETA participants with (1) work experience or (2) a combination of classroom instruction and work experience. CETA participants in the work experience component were generally employed by public sector and nonprofit organizations. These CETA participants worked during regular school hours and/or after regular school hours and were awarded credit for their work experiences.

Work experiences were supplemented by classroom activities at most sites. These classroom activities, which often took the form of career education planning, self-awareness, and/or job-seeking skills, were incorporated into CETA-sponsored programs at secondary institutions. Credit was awarded to CETA participants for such CETA-related classroom experience in at least some of these programs.

A comprehensive tabulation of the data collected during the interviews appears in Appendix G. Table 11, developed using this data, shows that 12 of the 15 secondary institutions visited provided work experience and classroom experience as part of their CETA programs, while three of the 15 secondary institutions offered work experience only. There were no secondary CETA programs which offered only classroom activities.

b. Consortia

The second type of CETA program selected for staff interviews was consortia (Table 11). Generally, in the CETA consortium programs an organization such as an IU serves as CETA program administrator to those secondary institutions within their area who are involved in a program. At times, IUs also operate CETA programs completely within their own agency to deal with special situations such as programs for disruptive students and handicapped students. Area vocational-technical schools were also classified as having a consortium program since their students were from several different participating schools. Of the 18 consortium programs visited, three provided classroom experience only, three provided work experience only, and 12 provided both work and classroom experience for their participants.

c. Postsecondary Educational Institutions

A third type of CETA program visited was located at colleges and universities (Table 11). Participants there were usually enrolled in regular college classes along with other non-CETA students, and regular college credits were given for course completion. Work experiences were an integral part of the course and viewed as a part of the classroom requirements rather than as a separate component. In addition, some CETA college programs offered developmental remedial course work to students. Credit was usually awarded for this type of work.

2. Analysis of CETA Credit-Awarding Process

The analysis of the CETA interviews dealing with awarding of credit involved looking at those CETA programs in 13 secondary schools and 13 consortia which awarded credit to their participants during the regular school year.

Table 12 shows a profile of the credits available to CETA participants at the 13 participating secondary schools where interviews were conducted. The secondary school students' participation in CETA work experience programs ranged from five to 30 hours per week, while the CETA classroom experience ranged from one to 15 hours per week. The average number of work experience hours per week for postsecondary school students was 11.6 hours, while the average for classroom experience was 3.2 hours per week per student.

Table 12

Profile of Credits Available to CETA Participants
in Secondary School Programs
(N = 13)

Type of Experience	Range of Credits Available	Average Number of Credits Available Per Student	Range of Hours Per Week	Average Number of Hours Per Week Per Student
Work Experience	0.25-3.0	1.4	5-30	11.6
Classroom Experience	0.25-2.0	0.5	1-15	3.2

Table 13 shows a profile of the CETA credits available in the 13 participating consortia that were visited. The range of credits that were available for CETA work experience in the various consortia was from 0.5 to 3.0 credits, while classroom experience credits ranged from 1.0 to 2.0 credits.

Table 13

Profile of Credits Available to CETA Participants
in Consortium Programs
(N = 13)

Type of Experience	Range of Credits Available	Average Number of Credits Available Per Student	Range of Hours Per Week	Average Number of Hours Per Week Per Student
Work Experience	0.5-3.0	2.0	3-20	10.2
Classroom Experience	1.0-2.0	1.0	3-15	4.6

The average number of credits available per student for work experience and classroom experience in the 13 consortia were two credits and one credit, respectively. CETA students in the various consortium programs spent from three to 20 hours per week participating in CETA work experience and from three to 15 hours per week participating in CETA classroom activities. The average number of hours per week of work experience was 10.2, while the average number of hours of classroom experience was 4.6 per week per student.

Table 14 shows a comparison of combined CETA program credits (work experience and classroom experience) awarded by secondary schools and consortia. For secondary school participants, the total number of credits awarded ranged from 0.25 to 2.5 with an average of 1.4. The consortia ranged from 0.50 to 3.0 credits with an average of 2.1 credits per student.

Table 14

Summary of Credits Awarded to CETA Participants for Work Experience and Classroom Experience Combined

Program	Range of Total Program Credits Awarded	Average Number of Total Program Credits Awarded
Secondary Schools	0.25-2.5	1.4
Consortia	0.50-3.0	2.1

Both the secondary schools and the consortia had CETA student populations which were approximately 2 percent of the total student populations of those institutions. Analysis of the size of the CETA programs revealed that the enrollment in secondary schools ranged in size from six to 30 pupils, while the enrollments for consortia ranged from 60 to 700 pupils.

3. CETA Program Strengths and Weaknesses

During the interviews, a portion of the discussion was focused on strengths and weaknesses of the CETA programs as perceived by those being interviewed.

Table 15 shows the strengths most frequently mentioned by the program staff, while Table 16 shows the most frequently mentioned weaknesses.

Of the five strengths listed in Table 15 and the seven weaknesses listed in Table 16, seven were either directly or indirectly related to program administration. In only one strength, "Improves student's desire to stay in school," and one weakness, "Negative labeling of CETA participants," were students mentioned.

Table 15

CETA Program Strengths Identified by Interviewees

Strengths	Number of Interviewees Citing Strength
Improves student's desire to stay in school	11
Good communication and rapport among all staff dealing with the CETA program (prime sponsor, IU, and/or school district)	5
Strong administrative support at school district level	2
Administration of CETA program by IU	2
School district exhibits flexibility in awarding credit	2

Table 16

CETA Program Weaknesses Identified by Interviewees

Weaknessess	Number of Interviewees Citing Weakness
Inadequate program components such as course content, long-range planning, and career guidance	10
Lack of worksite planning and supervision	5
Restrictiveness of government/CETA regulations; i.e., financial eligibility requirements	4
Lack of job diversification in work experiences	4
Lack of communication between prime sponsors and program operators	3
Lack of school district administrative support	2
Negative labeling of CETA participants	2

V. Summary

A. Purpose of Study

The purpose of this study was to examine the credit-awarding process for CETA-related activities. To accomplish this, CETA prime sponsors, CETA program operators, and a group of randomly selected potential program operators were surveyed. After identifying programs which had established credit-awarding procedures, on-site interviews were conducted to determine how this credit was awarded, the extent of credit awarded, the types of activities for which the credit was awarded, and the strengths and weaknesses of the credit-awarding process.

B. Limitations of the Study

This investigation used voluntary responses from known prime sponsors and program operators. It was not comprehensive in that it did not examine every CETA program within the Commonwealth but rather it examined each major type of CETA program that awarded credit. Furthermore, its intent was not to examine the internal structure of all CETA programs but rather to detail similarities and differences among programs which are known to award credit. Due to the sampling methods employed, it is considered doubtful that much additional significant information would be found within or among programs if on-site visits were to be conducted with all program operators. This report is, therefore, seen as reasonably accurate with respect to the credit-awarding patterns of CETA programs operating in the Commonwealth of Pennsylvania.

C. Discussion

At the beginning of this investigation no comprehensive list of CETA program operators was available. Furthermore, information about whether credit was awarded in each of the known programs was not available. As a result, there was no initial data base to use in examining models for the awarding of credit. A resulting survey of the 32 CETA prime sponsors in Pennsylvania indicated that at least 161 programs were operating. For 116 of these programs, the prime sponsor provided information as to whether credit was being awarded. In order to determine the completeness and accuracy of this prime sponsor-generated list of 161 CETA program operators, a group of 50 potential program operators was randomly selected and surveyed.

When the prime sponsors' generated data was compared to the responses of the listed CETA program operators and to those of the randomly selected group of potential program operators, it was concluded that some prime sponsors did not provide a complete list of CETA program operators. This was based on the fact that 12 of the randomly selected group of 31 potential, but unlisted, program operators reported they were operating programs. Also, it was concluded that credit-awarding status, as reported by some prime sponsors, was not consistent with information reported by CETA program operators. It appears that there was a lack of communication between some prime sponsors and their program operators regarding the awarding of credit and that data provided by the prime sponsors regarding CETA programs operating under their jurisdiction was often not complete.

The results of the CETA Program Operator Survey indicated that less than one-half (46 percent) of the respondents operated programs which awarded credit for CETA-sponsored activities. Of those program operators who responded to the survey and who did not award credit, almost one-half (48 percent) did not believe that the awarding of credit was appropriate.

Written comments pertaining to reasons for awarding credit or not awarding credit show similiar themes. Forty-three percent of those who did not award credit viewed nonacademic experiences which were outside the regular curriculum as not worthy of credit. In contrast, 30 percent of those who did award credit viewed such experiences as worthy of credit. They appear to view the skills gained from these experiences, different from traditional education activities but supervised by qualified professional personnel, as valuable to the students' educational program. Since the programs decreased the amount of time students could take elective courses, the instruction was seen as an equally acceptable way for CETA participants to meet graduation requirements.

A second theme that was addressed by both proponents and opponents to awarding credit was the issue of participant remuneration. The operators of those programs that awarded credit and provided remuneration to participants found that the dropout rate for students enrolled in such programs was reduced. Further, these respondents believed that credit and remuneration decreased the probability of their students becoming unemployed or underemployed. Conversely, many respondents who did not give credit cited negative community reaction and school board sentiment concerning payment for "going to school" as the reason for not awarding credit. Those who held this position indicated that the monetary rewards and/or certificates awarded provided sufficient compensation to CETA participants; thus, credits were not justifiable.

It was also noted by some respondents who did not award credit that the awarding of credit required approval by the State Department of Education. Those who cited this as a reason apparently did not fully understand the Department's curriculum regulations. Contrary to their belief, the decision to award credit for CETA programs lies not with the Department of Education but with the school district itself in accordance with Section 5.15 of the PDE's Curriculum Requirements (1980).

Some respondents who did not award credit noted that there were alternative methods by which CETA-eligible participants could receive credit for educational programs. Enrollment in ABE and GED programs were cited as possible alternatives.

Programs which award credit were classified into three major types: individual secondary schools, groups of schools working together (consortia), and postsecondary institutions. The information in Appendix F reveals considerable variation among the programs which award credit. These CETA programs were found to vary with respect to the type of work experience and classroom experience for which credit was granted. While the work experience component itself varied somewhat in terms of the positions available and the amount of credit awarded, the classroom experiences at the secondary level showed a far greater diversity in the classroom activities which received credit. These classroom experiences included such things as the development of job-seeking skills, remedial and developmental instruction in English, reading, mathematics, and attainment of consumer skills.

Approximately 2 percent of the total student population in those institutions visited were engaged in CETA-related experiences of one kind or another. These students received, on the average, 0.5 to 1.0 credits for three to five hours of classroom experience per week and 1.4 to 2.0 credits for 10 to 12 hours per week of work-related experiences.

In summarizing their program's strengths and weaknesses, program operators identified such strengths as: (1) improvement of students' desire to stay in school, (2) effective communication among program operator staff, and (3) strong administrative support from the local educational agency. Some common weaknesses cited were: (1) inadequate program components, (2) inflexibility caused by CETA regulations, (3) poor communication between prime sponsors and program operators, and (4) lack of administrative support from the local educational agency.

D. Recommendations

As a result of this investigation which surveyed CETA prime sponsors and CETA program operators and also interviewed both prime sponsors and program operators who award credit and do not award credit, the following recommendations are made:

1. A model(s) should be developed to provide guidelines for program operators who want to award credit for CETA experiences.

2. Program operators should be provided with information about how to integrate CETA-sponsored activities into the regular school curriculum.

3. Both prime sponsors and program operators should be given more information about the PDE curriculum regulations pertaining to the awarding of credit for nontraditional educational experiences.

4. Local communities and school boards should be provided with additional information about the benefits which can be derived from awarding credit for CETA experiences.

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APPENDIX A

Return to: James P. Dorwart
Research Associate
Pennsylvania Department of Education
12th Floor, 333 Market Street
Harrisburg, PA 17126

Name of Person Filling Out Survey_____
Phone_____
Name of Prime Sponsor_____
Address_____
_____

CETA PRIME SPONSOR SURVEY

Please list the project titles and program operators you have contracted with this year along with the additional information requested in the table below by checking the appropriate boxes.

PROGRAM OPERATOR	ADDRESS	TITLE OF PROJECT	IS ACADEMIC CREDIT AWARDED TO PARTICIPANTS? Yes	No	Don't Know	TYPE OF PROGRAM YETP	YCCIP	YACC	OTHER (Specify)

APPENDIX B

January 10, 1980

Dear

The Pennsylvania Department of Education was awarded a contract by the Pennsylvania Department of Labor and Industry for a proposal submitted on September 14, 1979 entitled, "Development of a Model for Awarding Academic Credits." This survey is being conducted in an effort to identify existing models and their characteristics. The information obtained from this survey will be used to enable us to do a follow-up survey of all CETA program operators.

It is hoped that the development of a comprehensive model will enable more program operators to award academic credits to their CETA participants. This could then serve to enhance the employability of CETA participants and improve the image of CETA programs in general.

Your cooperation in completing this short survey and returning it in the enclosed envelope to Mr. James P. Dorwart, Pennsylvania Department of Education, 12th Floor, 333 Market Street, Harrisburg, PA 17126, would be most appreciated. Thank you very much for your time and consideration.

Sincerely,

James P. Dorwart
Research Associate
Bureau of Research & Evaluation

Enc.

APPENDIX C

CETA PROGRAM OPERATOR SURVEY

ORGANIZATION NAME_____ TELEPHONE ( )_____

TYPE OF ORGANIZATION: __Prime Sponsor __Program Operator __Secondary Level Educational Institution or Unit
__College __Private Business __Public Agency

PROGRAMS OPERATING: __YETP __YCCIP __SYEP __PSE
__Other_____

NAME OF PERSON COMPLETING THE SURVEY FORM._____ TELEPHONE ( )_____

Please read and complete the following questions:

1. Is credit now, or has credit been awarded to CETA participants for their participation in your CETA Program?

___YES (If yes, please check area(s) for which credit is awarded.)
__a. classroom instruction only
__b. CETA work experience
__c. CETA on-the-job training
__d. other work experience or training
__e. other (specify)_____

___NO (If no, please explain why, using additional sheets if necessary. Then proceed to #4.)

List credit-awarding agency(s) if different from named organization _____

2. If credit is awarded, is a model used?

___YES (If yes, please explain or enclose a copy.) ___NO

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DEAS-2252-OT (3/80)

3. If credit is awarded in some but not all programs, please explain.

4. Do you feel that academic credit should be awarded for CETA participation?

___YES (If yes, please explain.) ___NO (If no, please explain.)

5. If credit is to be awarded for life or work experiences, should these experiences and subsequent credit be related to a recognized subject area or would a unit of general credit be more suitable? (Please explain your answer and use additional sheets if needed.)

___Subject Related ___General Credit

Please return completed survey form within two weeks to:
J. P. Dorwart, Pennsylvania Department of Education, 12th Floor, 333 Market Street, Harrisburg, PA 17126

APPENDIX D

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

April 1980

Dear Respondent:

The Pennsylvania Department of Education was awarded a contract by the Pennsylvania Department of Labor and Industry for a proposal entitled, "Development of a Model for Awarding Academic Credits." This survey is being conducted in an effort to identify existing models and their characteristics. The information obtained from this survey will assist in conducting on-site interviews of selected CETA programs and other agencies conducting non-traditional programs for credit.

It is hoped that the development of a comprehensive model will enable more program operators to have academic credit awarded to their CETA participants. This could then serve to enhance the employability of CETA participants and improve the image of CETA programs in general.

Your cooperation in completing this short survey and returning it in the enclosed envelope to Mr. James P. Dorwart, Pennsylvania Department of Education, 12th Floor, 333 Market Street, Harrisburg, PA 17108, would be most appreciated. Thank you very much for your time and consideration.

Sincerely,

James P. Dorwart
Research Associate
Bureau of Research and Evaluation

Enc.

APPENDIX E

Interviewer

_____

Institution _____

Project _____

Prime Sponsor _____

Interviewee _____

Project Title _____

Phone _____

CETA PROGRAM OPERATOR INTERVIEW QUESTIONNAIRE

for the Development of a Model for Awarding Academic Credit for CETA Training

1. Have you developed a plan (or worked with your local education agency in developing a plan) or model for awarding academic credit for CETA training?

   _____ If yes, obtain a copy or detail below.

   _____ If no, please explain how you award credit.

2. What criteria must a CETA participant meet to be awarded academic credit in your institution?

   _____ classroom hours
   _____ certified instructor
   _____ assessment
   _____ actual work hours
   _____ other (explain)

3. Identify the steps in the development of your model.

4. What problems did you encounter in developing procedures to award academic credit?

5. Identify the strongest point(s) of your model.

6. Identify the weakest point(s) of your model.

7. Scope of Model:

   A. What is the total number of CETA participants who completed your program during the last school year?

   _____

   B. What is the total number of CETA participants who were awarded academic credit(s) during the last school year?

   _____

   C. What is the estimated number of academic credits per student that were awarded during the last school year?

   _____

   D. What is the number of CETA participants who plan to use or have used these credits toward graduation?

   _____

8. Identify the benefits to your school or community that have been a result of awarding academic credits to your CETA participants.

9. Additional Comments:

APPENDIX F

Bloomsburg State College
Bloomsburg, PA 17815
717-389-3300
Contact: Arlene Sneidman

Governor's Balance-of-State Program
Office of Employment and Training
Labor and Industry Building, Room E 167
7th and Forster Streets
Harrisburg, PA 17121
717-787-8010

Bloomsburg State College permits CETA-eligible STEP participants to enroll in established college programs. As a part of the Skills Training and Education Program conducted through the college, classroom training, counseling, and evaluation are provided to the participants. Job-related training includes, in addition to regular college courses, special mini-courses which assist participants in developing specific skills. Also, cooperation with the area vocational-technical school permits CETA participants to enroll in selected courses.

Harrisburg Area Community College
3300 Cameron Street
Harrisburg, PA 17110
717-236-9533
Program: Commercial Security
Contact: John Megerson

Susquehanna Employment and Training Corporation
2107 North Sixth Street
Harrisburg, PA 17110
717-236-7931

This specially designed program trains CETA-eligible students who possess a high school diploma or a GED for commercial security positions. The classroom instruction component includes: (1) college-level academic work in all aspects related to security including lethal weapons and firearms training, (2) enrollment in developmental English and developmental reading, and (3) supervised study. The second component is a one-day-a-week internship in a security section of a public agency.

Upon successful completion of the program, students can apply 27 of the 30 earned credits toward an associate degree at the institution. Those students who successfully complete the program are also awarded a certificate of completion, while those who complete the program but do not successfully meet all the requirements are awarded certificates of attendance.

Initial approval for this program was received from administrative officers and from the college's at-large curriculum committee which approves all curriculum programs and/or new courses.

Harrisburg Area Community College
3300 Cameron Street
Harrisburg, PA 17110
717-236-9533
Program: Displaced Homemaker
Contact: William Ferencz

Susquehanna Employment and Training Corporation
2107 North Sixth Street
Harrisburg, PA 17110
717-236-7931

The six-week program provides to employees survival skills necessary for seeking and maintaining employment. The program has three major components which address the areas of: (1) assessment and counseling, (2) survival skills instruction, and (3) career orientation. The assessment/counseling component provides an opportunity for participants to take the CLEP tests and receive credit for previous learning. In addition, this segment surveys vocational interests, reading and writing skills, and educational aptitude. The classroom instructional components develop skills related to self-awareness, decision-making, assertiveness, job hunting, study, and recreation. After an introduction to 15 occupational areas, participants have the opportunity to explore five of these in greater detail. Students who successfully complete the program receive three credits in addition to any earned CLEP credits.

Harrisburg Area Community College
3300 Cameron Street
Harrisburg, PA 17110
717-236-9533
Program: Word Processing
Contact: William Ferencz

Susquehanna Employment and Training Corporation
2107 North Sixth Street
Harrisburg, PA 17110
717-236-7931

Eligible students with high school diplomas who successfully complete the 48-week program in word processing will be awarded 48 academic credits, 42 applicable to an associate degree. Students who do not possess a high school diploma and who successfully complete the program are awarded a GED and also receive college-level academic credits toward an associate degree based upon the requirements of the program in which they are enrolled.

Each term of the four-term program is 12 weeks in length. Instruction covers current operations and concepts of word processing. In addition to the classroom instruction, a supervised study component is required of all students. Students enrolled in this program are required to take reading and English based upon their level of ability. Students in the program spend part of their training in an office environment where skills such as dressing appropriately, attendance policies, and business practices are developed and/or refined.

Upon successful completion of the program in December 1980, participants will receive a certificate for Information Systems Technicians--Word Processing Specialist.

Program approval was required from the college administration. In addition, approval was required from faculty committees of the Division, College Curriculum Committee, Faculty Council, and the President's staff.

Lehigh County Community College
2370 Main Street
Schnecksville, PA 18078
215-799-1137
Contact: Scott Knapp

Lehigh Valley Manpower Program
P.O. Box 2365
Lehigh Valley, PA 18001
215-264-8791, ext. 16

Lehigh County Community College participates in a CETA program by offering any of the available educational programs to qualified CETA students. At present there are approximately eight full-time CETA participants enrolled in regularly scheduled college courses. Credit is granted in all courses and is applicable toward obtaining an associate degree upon completion of the program.

The college does have a policy of awarding credit for learning achieved through means other than formal college courses. The college uses an assessment of individual lifelong learning experiences and will award up to 18 academic credits for this type of experience. Selected CETA training and work programs qualify for lifelong learning experience evaluations.

Northampton County Area Community College
3835 Green Pond Road
Bethlehem, PA 18017
215-865-5351, ext. 388
Contact: Jim Kennedy

Lehigh Valley Manpower Program
P.O. Box 2365
Lehigh Valley, PA 18001
215-264-8791, ext. 16

The Northampton County Area Community College awards credits to approximately six CETA-eligible students who are enrolled in the regular college curriculum. The college has also established two summer programs which currently do not grant credit. Sixteen Hispanic men and women are enrolled in a 12-week, five-hour-a-day nurse's aide program.

Twelve people are currently enrolled in a 10-week Headstart Caregiver's program. As part of this program, enrollees have an opportunity to observe and work with children in a classroom setting. Students are enrolled in a course component which deals with Nursing Care and Child Development. Course content includes: female reproduction and human body systems, growth and development of children from birth to adolescence, how children learn, relating to children, community agencies, child abuse, family violence, and exceptional children.

The program awards a certificate upon completion. Counseling and placement services are offered to participants of these programs. College officials hope to offer the Caregiver and nurse's aide programs for credit in the future.

Reading Area Community College
Box 1706
Reading, PA 19603
215-372-4721
Contact: Fred Heffner

Berks County Employment and Training Office
124 South 5th Street
Reading, PA 19602
215-374-4801

In April 1979 the Berks County IU 14 contracted with Reading Area Community College to provide classroom support courses for a new contract the IU has with the local CETA office. The RACC program, called RACC/TRAC, provides traditional noncredit courses in Adult Basic Education, General Educational Development (Diploma), English as a Second Language, and Job-Seeking Skills. RACC/TRAC also provides placement and support for some CETA clients in regular RACC credit courses. RACC/TRAC pays training stipends to the students for credit classroom attendance and study time.

Southern Alleghenies Planning and Development Commission and the University of Pittsburgh at Johnstown
Office of Continuing Education
Biddle Hall
Johnstown, PA 15904
814-266-9661
Contact: Suzanne Stuart

Southern Alleghenies Planning and Development Commission
1506 Eleventh Avenue
Altoona, PA 16601
814-946-1673

Approximately 30 college-level students received college credit for six hours per day of classroom instruction for a two-week period in preparation for becoming Public Information Aides. The instruction was given by the faculty of the University of Pittsburgh at Johnstown. Upon completion of the program the students were employed as summer travel/tourist promotion aides in Bedford, Blair, Cambria, Fulton, Huntingdon, and Somerset counties. Academic course work included three one-credit courses: (1) History and Geography of Pennsylvania and the Allegheny Mountain Range, (2) Industrial Psychology: Introduction, and (3) Marketing: Introduction. Student progress in the courses was evaluated using tests and assignments. Student evaluation was reported by letter grade or satisfactory/unsatisfactory. Participants selected the grading option they desired. Approval for these career development courses was obtained using the university procedures for approving new programs.

Allegheny Intermediate Unit 3
Suite 1300
Two Allegheny Center
Pittsburgh, PA 15212
412-323-5704
Contact: Charles Cagno

Allegheny County Division of Federal Programs
1500 Allegheny Building
429 Forbes Avenue
Pittsburgh, PA 15219
412-355-5200

The Allegheny Intermediate Unit operates a CETA-funded program which serves approximately 60 handicapped students who range in age from 16 to 21 years. The program is operated under a modified cooperative education structure. Locations are at seven special education facilities within Allegheny County, excluding the city of Pittsburgh.

Under the modified cooperative education program the students receive 200 minutes per week of related work experience instruction in the classroom. They also are able to complete up to 20 hours per week of work experience. All students are expected to work at between two and four different work sites within a one-year period. Exception to this policy is made when there is a strong indication of permanent employment upon leaving the program.

The student's classroom instruction is evaluated by a certified teacher of cooperative education. The evaluation of work-site performance is a joint effort between the cooperative education teacher and employer. The student receives no specific number of credits, but upon successful completion of the work training plan and the recommendation of the special facility principal, a recommendation is made to the home school district that a diploma be awarded.

Appalachia Intermediate Unit 8
Occupational Preparation School
Portage, PA 15946
814-736-9820
Contact: Regis Michaelangelo

Southern Alleghenies Planning and Development Commission
1506 Eleventh Avenue
Altoona, PA 16601
814-946-1641

The program provides a work experience component for approximately 30 students who attend the occupational school for handicapped students. The work experience begins as an after school component until early May and then becomes a full-time work experience program which operates through the summer. The work experience component is completed in participating schools in three counties and is supervised by staff members of the intermediate unit. Currently, students receive no credit for the work experience component. Students enrolled at this school, however, do receive credit for their education and training in eight skill areas. These skill areas are in addition to the instruction they receive in the curriculum area required for graduation. The eight areas are: metal, woodworking, printing, auto mechanics, basic electricity, home economics, drivers' education, and auto body.

The instructional program has been designed so that it is developmental and sequential. In an effort to individualize instruction a specific set of competencies for each of the eight areas has been identified through the development of task sheets. Instructors evaluate each student on each competency.

The instructional program is organized so that students receive 90 minutes per day of instruction in each of two areas for one quarter of the year. Each quarter the student receives instruction in each of two additional areas. Students study each of the areas twice in the two-year period of program enrollment. School districts participating in the work experience component are located in Blair, Cambria, and Somerset counties.

Triangle Institute of Technology
2911 State Street
Erie, PA 16508
814-453-4375
Contact: Edward Grzelak

Office of Employment and Training
Municipal Building, Room 207
626 State Street
Erie, PA 16501
814-456-8561

Triangle Institute of Technology of Erie is a multi-purpose technical and trade institution which offers approximately 45 CETA participants an Associate in Specialized Technology degree upon completion of the program. The institute participates with three local prime sponsors. To enter the program the CETA participant is screened by either the North-West Regional Assessment Center or the Bureau of Employment Security. Upon entry into one of the technical or trade programs the participant becomes a full-time student in a two-year program and attends regularly scheduled classes with non-CETA students. All students, CETA and non-CETA, must meet the same grading and attendance standards established by the institute.

Williamsport Area Community College
1005 West Third Street
Williamsport, PA 17701
717-326-3761
Contact: G. Robert Converse

Lycoming-Clinton Counties Consortium
Lycoming-Clinton Courthouse
48 West Third Street
Williamsport, PA 17701
717-327-2370

The Career Exploration Experience program is funded under YETP Title IV of CETA. The program provides transitional services to about 350 ninth, tenth, eleventh and twelfth grade in-school youth who are potential dropouts. The program assists youth in Clinton and Lycoming counties in career planning, communication skills, and provides hands-on experiences in a variety of vocational skills. The program operates for three eight-week sessions during the academic year and one eight-week session during the summer. Summer enrollees receive a stipend. Students are selected using the following criteria: chronic absenteeism, academic problems, recommendation of administration and/or faculty, and behavioral problems.

Evaluation of program participants includes a review of written career plan, daily counselor evaluations, career maturity as assessed through pre- and post-program inventories, and videotape interviews. Currently, no credit is awarded by the participating school districts.

Students enrolled during the academic year attend one-day sessions each week and are transported to the program site with students who attend the secondary vocational-technical program at this institution.

School districts are members of Central IU 10 and BLaST IU 17. Participating students attend East Lycoming, Keystone Central, Loyalsock Township, Montgomery Area, Montoursville Area, and Williamsport Area school districts.

A program evaluation including a statistical study of program participants has been completed by the program operator.

Bethlehem Area Vocational-Technical School
3300 Chester Avenue
Bethlehem, PA 18017
215-866-8013
Contact: Joseph Kricks

Lehigh Valley Manpower Program
P.O. Box 2365
Lehigh Valley, PA 18001
215-264-8791, ext. 16

The Bethlehem Area Vo-Tech School provides instruction and on-site training for approximately 21 limited English-proficient students in a Home Improvement Repair Program. These students, whose primary language is Spanish, receive one-half day of required academic course instruction. A second half of the course, taught by an instructor proficient in English and Spanish, provides instruction in carpentry, plumbing, electricity, etc., through on-the-job experience. Students receive one credit per semester for the work experience program. The evaluation process uses written and oral performance tests administered by the instructor.

Bradford County Area Vocational-Technical School
R.D. 1
Towanda, PA 18848
717-265-8111
Contact: John Thompson

Governor's Balance-of-State Program
Office of Employment and Training
Labor and Industry Building, Room E 167
7th and Forster Streets
Harrisburg, PA 17121
717-787-8010

This program provides classroom experience and work experience in public sector jobs utilizing a diversified occupations format. Twelfth grade students enrolled in the program are CETA eligible and receive classroom instruction and work experience supervision by the cooperative education coordinator of either the vo-tech school or the home school. In addition, rules and regulations appropriate to the Capstone Cooperative Education Program operating concurrently in the school district are also used to guide the CETA program. On the average, senior students earn vo-tech credit at the rate of one credit for the classroom instruction component and two credits for the work experience component. Each participating school district determines the exact number of credits to be awarded. The work experience and academic programs are operated on a two-week-turn-about schedule.

In addition, about five CETA-eligible students are enrolled in a vocational program specially designed for handicapped students. Students who enroll in the three-year sequenced building trades maintenance program receive work experience and related classroom instruction. Generally, during the senior year students receive work experience in a two-week-turn-about schedule.

Participating school districts are Athens Area, Canton Area, Northeast Bradford Area, Sayre Area, Towanda Area, Troy Area, and Wyalusing Area.

Career Development and Training Center
700 Upland Avenue
Upland, PA 19015
215-876-9171
Contact: Ira Warnick

Delaware County Employment and Training Agency
203 E. Baltimore Pike
Media, PA 19063
215-891-2192

Sponsored by IU 25, the Career Development and Training Center operates a CETA/YETP program for 150 in-school youth and 240 out-of-school participants. Two credits are awarded to in-school youth per year for participation in the work experience program. Out-of-school participants receive a certificate of completion and a competency evaluation.

In-school youth participate in regular high school classroom programs for one-half day and participate in career exploration programs for the remainder of the day. Students are exposed to seven or eight different career applications during a one-year time period. The program is open to tenth, eleventh, and twelfth graders. Agencies which provide career exploration are both nonprofit and profit agencies. Some career exploration placements provide participants with extended experience (four to six weeks) in one area.

Out-of-school participants may choose the career exploration programs or one of two specific skill programs--warehousing and materials handling or building trades maintenance. Seven or eight career exploration students may be assigned to long-term (four to six weeks) explorations for which they receive participant wages. Last year 105 participants were awarded credits toward a high school diploma.

Chester County Intermediate Unit 24
1530 E. Lincoln Highway
Coatesville, PA 19320
215-383-5800
Contacts: John Buch, Steven Powell

Chester County Employment and Training Agency
Chester County Courthouse Annex
17 N. Church Street
West Chester, PA 19380
215-431-6900

The IU 24 program is an outgrowth of the Neighborhood Youth Program which has been in operation for 15 years. The program operates and administers all services of the CETA program including certification of eligibility, bookkeeping, and payroll. Approximately 350 students participate during the school year and 800 participate during the summer in various CETA programs. About 100 of the students enrolled in the summer program attend the academic component and an additional 100 students participate in the vocational component.

During the regular academic year, of the 350 students enrolled, about 20 currently receive credit at the rate of one credit per year of work experience in private and public sector jobs and one credit per year for career counseling experience. Students involved in the work experience and career counseling option receive two credits per year. Currently, one participating school district awards credit for the work experience component.

Students enrolled in the summer program select one of the following options: (1) work full time (35 hours per week), (2) attend the academic program half time and work half time, (3) attend the vocational program half time and work half time, and (4) attend the academic program half time and attend the vocational program half time. Students are compensated for the time spent in work experience, academic, and vocational program components.

The academic component provides classroom instruction for students in seventh through eleventh grade in English, mathematics, social studies, and health. Instruction is provided to meet the requirements of the four school districts participating in this program. The final grade results are forwarded to the student's home school.

Students who select the vocational component receive instruction at a local vocational-technical school. The students select from the following areas: auto mechanics, cosmetology, food preparation, health care, machine shop, soldering and welding, and building maintenance and masonry. No credit is currently awarded for participation in this component of the program.

To establish continuity from year to year for participating students, field counselors have been identified in each school district. Throughout the year they serve as counselors in both informal and formal roles. For the summer program these counselors become the academic classroom teachers, work site supervisors, and counselors. In these roles they have the responsibility of work supervision and evaluation, using rating forms and checklists, to counsel students and assist in developing positive work habits in the participants.

Thirteen school districts participate, 12 within the intermediate unit and one adjacent to the intermediate unit, in the work experience component. Four school districts participate in the academic component. One school district currently awards credit for the work experience component during the regular school year. At least four additional districts will offer credit during the 1980-81 school year.

Colonial Northampton Intermediate Unit 20
299 Industrial Park Road
Nazareth, PA 18064
215-759-7600
Contact: Vincent Yuskiewicz

Lehigh Valley Manpower Program
P.O. Box 2365
Lehigh Valley, PA 18001
215-264-8791, ext. 16

Seven school districts within the Colonial Northampton Intermediate Unit have established a policy whereby CETA-eligible students are permitted to earn two credits per year for a three-hour per day work experience program. One credit is awarded per semester. Supervision and evaluation of the program are carried out by local school districts, independent of the intermediate unit.

The IU operates a second program for the participating school districts. These CETA work experience programs provide work experiences for disruptive youth and for special education students, excluding the gifted student. The supervision is completed by IU 20 staff members. Approximately 40 to 45 students receive academic credit each year. The students' work experience is evaluated using a written format which is completed by the employer and the IU staff member.

Lancaster-Lebanon Intermediate Unit 13
1110 Enterprise Road
East Petersburg, PA 17520
717-569-8561
Contact: James Stauffer

Lancaster Employment and Training Agency
P.O. Box 3480, 50 N. Duke Street
Lancaster, PA 17603
717-291-1231

The Lancaster-Lebanon IU 13 participates in the Community Action Program of Lancaster County which serves approximately 539 disadvantaged adults during the last year. Some of the participants have limited English proficiency. These participants are enrolled in program components in which English is used as a second language.

The adult work experience program has two components. One-half of the students attend one-half day of instruction to improve basic skills taught by IU teachers. This instruction assists students who do not have a high school diploma in obtaining a GED. These students then are rotated to another component which is an afternoon schedule of work at job sites. The remaining half of the students operate using a similar rotational schedule at the opposite times of half-days.

Participating local school districts in the Lancaster-Lebanon IU area have been awarding credit on the basis of competency-based skill levels which have been assessed using instruments like the Adult Performance Level Test. Some of the participating schools award a diploma based upon the participant's ability to meet a local school district's competencies.

Luzerne County Community College
Prospect Street and Middle Road
Nanticoke, PA 18634
717-823-9388
Contact: George Elias

Luzerne County Human Resources
Development Dept., CETA
100 S. Pennsylvania Boulevard
Wilkes-Barre, PA 18702
717-822-1101

The Luzerne County Community College serves as a coordinating agency for YETP in-school program in the county. Eighteen school districts participate. Program services to approximately 450 participants include: identification of participants; orientation; assessment and evaluation; development of employability plan; transition services such as counseling, occupational information, and coping skills workshops; career experience options; and program evaluation.

Academic credit is awarded to some participants placed in the career experience option. Currently, students enrolled in cooperative education programs and sequenced vocational-technical shop are eligible for academic credits. In addition, all CETA-eligible students may attend Project RISE (Remedial Instruction in Secondary Education) during the summer where they can enroll in academic courses they have failed previously. CETA-eligible students from 17 participating school districts attend one of four regional institutional centers. Instruction is provided to CETA-eligible and non-CETA-eligible students in mathematics, science, language arts, social studies, health and physical education, reading, and study skills.

A final report has been prepared describing the program and includes results of various program evaluations conducted by the college.

Lycoming-Clinton Youth Programs/
Alternative Education Program
S.T.E.P.
P.O. Box 37
Williamsport, PA 17701
717-326-6589
Contacts: Chuck Ranck, David Franklin

Lycoming-Clinton Counties Consortium
Lycoming-Clinton Courthouse
48 West Third Street
Williamsport, PA 17701
717-327-2370

The alternative education program is operated as part of IU 17's programs. Seven school districts in Lycoming County participate by enrolling youth in the program. Credit is awarded for work experience for CETA enrollees on a case-by-case basis when such experience is of benefit to the student's overall educational program.

One summer program operates which awards credit. CETA-eligible students can enroll in work/study programs at satellite centers and the home base. Three specific programs operate during the summer. Academic instruction is provided to students who have failed courses in English, social studies, mathematics, and science. The program is designed to meet course requirements, utilize similar material, and provide the same number of hours of instruction as the home school district. At the end of the course the certified classroom teacher makes a recommendation for a grade which results in the awarding of academic credit by the high school principal of the participant's home school.

A shop course is operated to provide exploratory hands-on experience and a practical assessment of abilities in certain occupational interest areas.

In addition, a course in life survival skills is offered to participants. The purpose of this course is to assist in preparing students to enter the job market. The course content focuses on basic computational skills, consumer information, and career planning. Credit is not currently awarded for this course. The program operates at the home base and satellite centers.

The programs operate on flexible schedules so that students can combine work experience and classroom instruction. Approximately 75 students participate in these programs. School districts participating are: East Lycoming, Jersey Shore Area, Loyalsock Township, Montgomery Area, Montoursville Area, South Williamsport Area, and Williamsport Area.

Mercer County Vocational-Technical School
Box 152
Mercer, PA 16137
412-622-3000
Contact: Debra Reznor

Mercer County Consortium Services, Inc.
P.O. Box 402
Meadville, PA 16335
814-724-8100

The program combines 18 hours per week of on-the-job training in a diversified occupations program with three hours of classroom training per week. Students are compensated for the work experience component of the program. Public sector work experience sites are located throughout Mercer County. A certified classroom teacher is responsible for classroom instruction and the overall supervision and evaluation of the students in this program. The approximately 35 students enrolled in this program receive one credit for the classroom instruction and two credits for the work experience component. Eligible students may enroll in this program during the last two years of their secondary school education. Classroom experience includes: job preparation, employer-employee relations, consumerism, labor relations, and safety regulations. Student evaluation of course work is based upon tests, quizzes, assignments, and in-class performance. Work experience grades include the quality and quantity of work, attitude, ability to follow directions, skills, resourcefulness, attention to safe work habits, and attendance.

School districts participating in this program are: Commodore Perry, Greenville Area, Grove City Area, Hermitage, Jamestown Area, Lakeview, Mercer Area, Reynolds, Sharpsville Area, and West Middlesex Area.

Montgomery County Intermediate Unit 23
McGinnis Building
Route 73 and Butler Pike
Blue Bell, PA 19422
215-643-7600
Contact: Matthew Hickey

Montgomery County Training and Employment Programs
Montgomery County Courthouse
Norristown, PA 19404
215-278-3550

Montgomery County IU 23 sponsors Project YESS (Youth Enriching School Sites) at senior high schools throughout the intermediate unit. Thirty-seven students are currently participating in this program.

This program is aimed at in-school youth who are dropouts and returned to school and youth who are identified as potential dropouts. Students attend regular classes in the morning and are involved in training and work programs in the afternoon. Three credits are awarded to each student for a year of participation in the program. Students can participate in the program for the three years of senior high school.

Work activities like gardening, environmental studies, landscaping, and outdoor recreation are directed by an IU field supervisor at each of the districts. Career and work counseling services are also provided at each participating school.

The participating school districts are: Cheltenham Township, Colonial, Norristown Area, Souderton Area, Upper Perkiomen, and Wissahickon.

Northwest Tri-County Intermediate Unit 5
252 Waterford Street
Edinboro, PA 16412
814-734-5610
Contacts: David G. Minnis,
Stephen P. Barrett

Erie County Employment and Training Agency
G. Daniel Baldwin Building
1005 State Street, Room 1215
Erie, PA 16501
814-453-5838

The diversified occupations education program, which was operated by local school districts, provides the foundation for the Erie County Comprehensive Youth Program (CYP). Credit is awarded to students for satisfactory achievement in work experience and related classroom instruction by participating school districts.

There are approximately 700 students 16 years and older involved in various youth programs. In addition, about 400 students 14 to 16 years old are enrolled in youth programs.

Northwest Tri-County Intermediate Unit 5 operates the Erie County Comprehensive Youth Program. Twelve school districts participate in the program. They are: Corry, General McLane, Girard, Iroquois, North East, Northwestern, Union City, Fairview, Harbor Creek, Millcreek, Wattsburg, and Fort LeBouef. Three institutions which supervise court-placed youth participate in the program. They are: Sarah Reed Home for Children, Harbor Creek School for Boys, and Hermitage House.

Schuylkill Intermediate Unit 29
420 North Center Street
Pottsville, PA 17901
717-622-3350
Contact: Robert Ausback

Schuylkill-Carbon Agency for Manpower
433 South Center Street
Pottsville, PA 17901
717-628-5215

The Schuylkill IU/CETA program serves approximately 540 students throughout the IU. Each participating school district provides a coordinator whose job is to evaluate job sites and counsel and evaluate students. The IU reimburses each school district for the services provided by the coordinator. Before the IU makes payment, each district must issue credit to all students who have successfully completed the program. The number of credits awarded is left to the discretion of each district and ranges from one-fourth to one credit per student per year.

Students work with public service employers for up to 15 hours per week for a school semester. Upon completion of one semester of work a student must reapply in order to continue as a program participant.

All students receive two narrative style evaluations per semester prepared by the district coordinator. Periodic supervision is also provided by local vocational-technical coordinators.

Scranton/Lackawanna Human Development Agency, Inc.
200 Adams Avenue
Scranton, PA 18503
717-961-6848
Contact: Virginia Harney

Governor's Balance-of-State Program,
Office of Employment and Training
Labor and Industry Building, Room E 167
Seventh and Forster Streets
Harrisburg, PA 17121
717-787-8010

The Lackawanna County CETA program provides coordination for work experience programs and on-the-job training programs in Lackawanna County. Four school districts award credit for the work experience component at the rate of one credit for each year of student participation during the 1979-80 school year. Supervision and evaluation of students' work performance is the responsibility of the school district and the prime sponsor. The length and type of related classroom experiences vary with the district.

Participating school districts for the 1979-80 school year were: Carbondale Area, Mid Valley, Lackawanna Trail, and Lackawanna Area Vocational-Technical School.

Tri-County Manpower Administration
334 North McKean Street
Butler, PA 16601
412-282-4700
Contact: Barbara Withum

The prime sponsor acts as a coordinating agency for CETA-sponsored programs operating in Armstrong, Butler, and Indiana counties. About 30 participants receive one-third to one credit from their respective schools. Credit is awarded to handicapped students, students in high school and vocational-technical school who participate in cooperative education programs, and to college students in internship programs. Supervision of the work experience is shared by the school district and the prime sponsor.

Venango County Vocational-Technical School
1 Vo-Tech Drive
Oil City, PA 16301
814-646-1267
Contact: Larry Baughman

Mercer County Consortium Services, Inc.
P.O. Box 402
Meadville, PA 16335
814-724-8100

The diversified occupations program enrolls approximately 40 students. About 32 of the students are CETA eligible. Each student may enroll for a maximum of two years. Twelfth grade students are given preference. The program, which awards two credits, has two components: (1) a four-day, 15-hour work experience in public sector jobs and (2) a one-day, three-hour class. The program is conducted to complement the Capstone Cooperative Education Program at the same institution. Students are compensated for the work experience component. Evaluation of student performance includes employer's evaluation of the work experience component and the vo-tech faculty member's evaluation of the work experience and classroom performance.

A report is available from the program director which provides statistical information about program success and employers' and students' perceptions of the program.

The school districts participating in this program are: Cranberry Area, Franklin Area, Forest Area, Oil City Area, Titusville Area, and Valley Grove.

Wayne County Alternative Education
Honesdale High School
459 Terrace Street
Honesdale, PA 18431
717-253-2046
Contacts: Paul Edwards, Daniel O'Neill

Governor's Balance-of-State Program
Office of Employment and Training
Labor and Industry Building, Room E 167
7th and Forster Streets
Harrisburg, PA 17121
717-787-8010

This alternative education program incorporates classroom experience and work experience for students 16 to 21 years old. Students enrolled in this program have been identified as potential school dropouts by guidance counselors because they are, at minimum, experiencing academic difficulties. Students are recommended by guidance staff and must be CETA eligible. Students selected for this program receive individual and small group instruction in reading, mathematics, and language arts using specially selected curriculum materials. A certified teacher/tutor is located in each of the two high schools in the project. In addition, a counselor provides guidance services to each student by assisting him/her with personal, school, and job-related problems. This same counselor also supervises the work experience component.

The academic program component places emphasis on the development and remediation of reading skills because the philosophy of the program is that the ability to read is related to school success and survival in the world of work. The students in this program generally are functioning several years behind grade level in reading. Instructional materials for this segment of the academic component are vocational and career oriented.

School districts participating in this program are: Wayne Highlands and Western Wayne.

Williamsport Area Community College
1005 West Third Street
Williamsport, PA 17701
717-326-3761
Contact: Grant Berry

Lycoming-Clinton Counties Consortium
Lycoming-Clinton Courthouse
48 West Third Street
Williamsport, PA 17701
717-327-2370

Williamsport Area Community College permits CETA-eligible participants to enroll in programs which award a degree or a certificate. Approximately 25 students participate in this program. About one-fourth of the students are enrolled in certificate programs, while the remainder are enrolled in programs which will lead to the awarding of an associate degree. Participants enrolled must meet the same course requirements as non-CETA students. Upon approval of the instructor, certificates of completion are awarded to CETA-eligible participants who complete short-term training programs. The short-term programs are designed to meet the needs of selected participants in skill areas such as machine operations.

Public service employees at the college who are CETA participants are permitted to enroll in two courses per semester. Credits awarded are applicable to college programs and degrees.

Abington School District
1841 Susquehanna Road
Abington, PA 19001
215-884-4700
Contact: Donald Puglisi

Montgomery County Training and Employment Programs
Montgomery County Courthouse
Norristown, PA 19404
215-278-3550

The CETA/YETP program operates as one of several alternatives which incorporates work experience into the student's curriculum. About six students participate in the program. Credit is awarded at the rate of one-and-one-half credits per year for satisfactory completion of the work experience. The school district's Home and School Visitor has the responsibility for processing and supervision of the work experience. The work experience component is conducted within the local school district. Students in tenth, eleventh, and twelfth grades have completed projects such as laying out nature trails and walkways between schools, custodial work, and furniture refinishing. Future programs in this district for CETA/YETP will be operated as a part of the YESS program directed by IU 23.

_____ School

The school district has established three instructional programs. Approximately 30 students in tenth, eleventh, and twelfth grades are enrolled in one of three programs: Library Science, Recreational Officiating, and Advanced Furniture Making. Students meet daily for a two-hour instructional program. Incorporated into the instruction are work experience activities. Students in the Library Science program assisted in the inventory and recataloging of the library. Students in the Recreational Officiating program assisted in officiating JV games in the school district, while those in the Advanced Furniture Making program developed a mini-park located on school district lands. The park is open to the community.

Instruction and supervision of all activities is performed by school district teachers and librarians. Courses of study are developed for each area. Students are given assignments and evaluated using examination and work performance. As part of the program students attend group counseling sessions and also receive individual assessments of aptitude and interest in individual counseling sessions.

Credit is awarded at the rate of one credit for each 180 hours of instruction. CETA program experiences are recorded on the student's record as Library Science, Advanced Furniture Making, and Recreational Officiating.

Transportation is provided to students because many of the CETA-eligible students in this rural area could not participate in the program since it operates after normal school hours.

Highlands School District
Idaho at Pacific Avenue
Natrona Heights, PA 15065
412-226-1000
Contact: Pat Guzzi

Allegheny County Division of Federal Programs
1500 Allegheny Building
429 Forbes Avenue
Pittsburgh, PA 15219
412-355-5200

Highlands School District has been operating a CETA program under the direction of Allegheny Intermediate Unit 3. One credit is awarded to twelfth grade students participating in the program. Tenth, eleventh, and twelfth graders can be employed for up to 20 hours per week by nonprofit agencies such as local hospitals or the YMCA. All students are evaluated by the employer and by the school district CETA program coordinator. Job placement and counseling services are offered by the program coordinator.

School District of Lancaster
J.P. McCaskey High School
445 N. Reservoir Street
Lancaster, PA 17604
717-291-6231
Contact: Robert Epler

Lancaster Employment and Training Agency
P.O. Box 3480, 50 North Duke Street
Lancaster, PA 17603
717-291-1231

The School District of Lancaster serves approximately 125 students per year in its CETA/YETP program. Between 90 and 100 participants receive academic credit at the rate of one credit per class period worked per year with a maximum of three credits awarded per year. This program is an outgrowth of the district's voluntary community involvement program which has been in operation for the past decade.

About one-third of the students have been identified as juvenile offenders and/or residents of court-committed halfway houses. All participants have been identified as potential school dropouts and are economically disadvantaged. Students in the program are placed in work experience positions with various public and nonprofit agencies throughout the community. As part of the program, students receive services such as career and personal counseling, classroom training, and parent/guardian services. Student evaluations are completed by the employers and the district's project monitoring staff. A written rating of performance is completed monthly.

Millersburg Area School District
799 Center Street
Millersburg, PA 17601
717-692-2108
Contact: S. Kirk Miller

Susquehanna Employment and Training Corporation
2107 North Sixth Street
Harrisburg, PA 17121
717-787-8010

The school district operates two CETA programs during the academic year. Approximately 10 students are enrolled in the in-school program and receive on-the-job training at work sites located within the school district. The second CETA program operates as a modified cooperative education program. Approximately six students are enrolled in this program. This program includes two components. Students receive one-and-one-half credits for the half-day work experience component and one credit for the one period per day of work-related classroom instruction component.

CETA-eligible students' aptitude and interests are evaluated using currently available commercial instruments. The public sector is then surveyed to locate job sites. Students are then placed in a job site that matches interest and aptitude. Classroom instruction is provided using an individualized approach using content related to the specific job in which the student is employed. Career awareness and career exploration are also incorporated as part of the classroom instruction. Supervision of the work experience is the joint responsibility of the job site supervisor and the classroom teacher/counselor.

Guidance and approval for this program is provided by the Millersburg Area Vocational Advisory Council which is composed of community members, local employers, educators, and students.

Neshaminy School District
2001 Old Lincoln Highway
Langhorne, PA 19047
215-752-6436
Contact: David Proven

Bucks County CETA Program
Cross Keys Building, Route 313
Doylestown, PA 18901
215-348-2911, ext. 292

The Neshaminy School District program provides classroom instruction and a work experience component to approximately 35 potential dropouts who are enrolled in a nonvocational-technical curriculum in two schools. Students in ninth, tenth, eleventh, and twelfth grades receive 0.5 credit per year for classroom instruction and 1.5 credits for work experience. Students are compensated for both components.

The work experience is carried out during students' free periods and after school hours. Job sites are located within the school district. Supervision is the responsibility of the program coordinator and two staff assistants. Students work about 18 hours per week.

Two class periods of instruction are scheduled during the students' free periods. Instruction focuses on the use of the library, how to study, and consumer education by dealing with the American economic system, advertising, banking, credit, purchasing, consumer laws, buying property, investments, insurance, and budeting.

Northern Senior High School
R.D. 2
Dillsburg, PA 17018
717-432-9447
Contact: Jane Sullivan

York County Employment and Training Programs
Pleasant Acres Medical Building
118 Pleasant Acres Road
York, PA 17402
717-755-0925

Northern Senior High School has been operating a CETA/YETP program for three years. The participants receive two hours per week of classroom instruction in the Career Resource Center. The instruction deals with career education, job development, personal assertiveness, interpersonal relationships, and related topics. One-quarter of a credit per year is given for this classroom experience.

The program serves approximately 43 CETA-eligible students, who range in age from 14 to 18 years. In addition to the classroom experience, one-half of the students participate in work programs at nonprofit agencies. Employers evaluate the students monthly using a written form. The program coordinator also visits work sites monthly.

The services of the Career Resource Center are available to all high school students, other district students, staff, and community members.

Paradise School for Boys
R.D. 1
Abbottsown, PA 17301
717-259-0951
Contact: Debra Curry

York County Employment and Training Programs
Pleasant Acres Medical Building
118 Pleasant Acres Road
York, PA 17402
717-755-0925

Paradise School for Boys is a private, nonprofit child care facility for court-placed youth. The CETA program has been in operation for two years. Approximately 35 boys between the ages of 14 and 17 participate in the program.

Two hours a week are spent familiarizing students with career awareness and career options. Students use the Career Resource Center for this activity. Outside job placement is available for four hours per day during the school year. Students are involved in in-school shop instruction for two hours per day for approximately 12 weeks. During the summer, two-hour instructional periods per selected shop area are provided to enrollees. A certificate of achievement for work and skills accomplished in the vocational program is awarded to successful participants.

Students participate in vocational training programs which include: Small Engine Repair, Masonry I and II, Machines I and II, Woodworking I and II, Welding, and Agriculture.

Pottsville Area School District
Pottsville Senior High School
Pottsville, PA 17901
717-628-2775
Contact: Beth Flannery

Schuylkill-Carbon Agency for Manpower
433 South Center Street
Pottsville, PA 17901
717-628-5215

Pottsville Area School District is a part of Schuylkill IU 29's CETA/YETP program. Although the 30 participants range in age from 14 to 19, most of them are 16 to 18 years old. The program contains two components: (1) education through the school district's curriculum and at least three counseling/career orientation sessions provided by the program coordinator and (2) a work component which provides work experience in governmental nonprofit agency jobs during or after the school day. Credit is awarded upon completion of the program at the rate of one credit for each 13-week semester of work. Evaluation of students' performance and attitudes is done by the school district coordinator and by the employer.

Ringgold School District
R.D. #4, Box 604
Monongahela, PA 15063
412-258-2200
Contact: Joy Flannagan

Washington County Employment and Training Agency
Court Square Arcade, Cherry Avenue
Washington, PA 15301
412-228-6847

Approximately 30 tenth, eleventh, and twelfth graders are enrolled in this program which is funded through YETP. In addition to a work experience component in public sector jobs, students are required to attend a group counseling session each week for three hours. A certified counselor assists students in developing skills related to goal setting, decision-making, vocational orientation, and applying for employment. The students receive compensation for work experience and counseling sessions. The program awards one credit for each semester of enrollment. The work experience is evaluated by the project supervisor and the employer. A pass-fail grade is awarded based upon the work experience and participation in the counseling sessions.

Shikellamy School District
Sixth and Walnut Streets
Sunbury, PA 17801
717-286-7161, ext. 25; 717-286-4990
Contact: Dolores Harmon

Northumberland County Employment and Training
905 Juniper Street
Shamokin, PA 17787
717-644-0423

The Shikellamy School District operates two programs which are academic in nature. Approximately 10 students in grades 8 to 11 received 0.25 credit for a course in basic carpentry which operated during the summer of 1980. Most of the students, who are at least 14 years old, have been identified as handicapped students. Under the direction of a certified classroom teacher, the students developed skills such as proper use of hand tools, use of sound safety practices, sharpening cutting tools, installation of suspended ceilings, construction of frame walls, application of paint and varnish, etc. Students enrolled in this nine-week course received compensation and a grade.

The second program, which currently does not award academic credit, provides remedial academic instruction to students enrolled in the summer YETP program. Approximately 36 students received four weeks of remedial mathematics instruction and an additional 12 students received remedial reading instruction for a four-week period. Students who received remedial instruction were diagnosed as functioning several years below grade level. Instruction is individualized to meet student needs. Students were compensated for this activity.

Support services offered during the program included small group counseling sessions approximately once a week for the summer program duration. A school nurse provided health information to participants.

During the academic year, credit is awarded on an occasional basis for students enrolled in YETP programs who are placed in positions within the school. Students who desire or need credit are handled on a case-by-case basis. Students who receive credit are enrolled in an independent study course and supervised by an appropriate faculty member who is responsible for supervision and evaluation of the students' performance.

State College Area School District
131 West Nittany Avenue
State College, PA 16801
814-237-6201
Contact: Carol Tancibok

Centre County Employment and Training Agency
Willowbank Building
Bellefonte, PA 16823
814-355-0621

State College Area School District conducts a CETA in-school program with an enrollment of approximately 25 students who are ninth, tenth, eleventh, and twelfth graders. Participants include handicapped students. In addition to the nine-hour work experience, students attend a weekly group career instruction session. Throughout the year each student attends individual and small group counseling sessions. Credit is awarded at the rate of one credit for 36 ten-hour weeks of work experience and classroom instruction to tenth, eleventh, and twelfth graders. Credit is awarded at the rate of 0.25 credit for each 90 hours of work and related classroom experience. Evaluations of work performance are completed by site evaluator/supervisor and program director. Students work during free periods, study periods, and/or after school in jobs such as teacher's aide, audio-visual specialist, library aide, maintenance worker, and clerical worker.

Waynesboro High School
550 E. Second Avenue
Waynesboro, PA 17268
717-762-1191, ext. 217
Contact: Linda Wolfe

Franklin County CETA
181 Franklin Farms Lane
Chambersburg, PA 17201
717-263-9413

Waynesboro High School has been operating their YETP/CETA program since January 1979. Twenty-five students participate in the program and receive one credit per year for completion of the program. Students have the opportunity to work in nonprofit agencies and also gain skills through attending a vocational workshop which is held for two hours per week. The workshops address such areas as personal goals, career clusters, and interviewing techniques. The program coordinators provide individual counseling, placement services, make workshop presentations, and maintain individual student portfolios. The portfolio contains student information, written monthly assessments by the employer, and various student accomplishments in the vocational workshop program.

Wyalusing Valley Junior-Senior
High School
Wyalusing, PA 18853
717-746-1218
Contact: Seth B. Johnston

Governor's Balance-of-State Program
Office of Employment and Training
Labor and Industry Building, Room E 167
7th and Forster Streets
Harrisburg, PA 17121
717-787-8010

This program focuses on disruptive youth who are not able to function in a traditional classroom because of their behavior and/or academic performance. Students are enrolled in this alternative program upon recommendation by teachers and counselors with approval of the principal.

Once in the program, students receive individual and small group instruction from a certified teacher in a resource room in the morning. The content of the instruction is determined by the classroom teacher who taught the student prior to his/her new assignment. Under the teacher's supervision, instruction is provided, assignments completed, and evaluation carried out. The evaluation results and assignments are then returned to the student's original classroom teacher for determination of a grade.

In the afternoon, CETA-eligible students receive work experience. Direction and supervision of the day-to-day activities is provided by the teacher/tutor who was responsible for the morning academic component. Since a system was in existence for awarding work experience credits through the vocational-technical curriculum, this mechanism was employed for CETA-eligible students. Work experience activities have included major school projects such as the construction of a baseball field and a track. Incorporated into the work experience was instruction in transit use and the metric system.

APPENDIX G

CETA PROGRAM PROFILE FOR SECONDARY INSTITUTIONS

Program	General Description						Credit Description									
							Work Experience Component				Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Abington School District	2,366	11	Grades 10-12		3	Academic Year	Yes	1.5	15 hrs.	Unknown	No	Group Counseling, Vocational Planning	N/A	1 period	N/A	1.5
Highlands School District	1,263	22	Grades 10-12		3	Academic Year	Yes	1.0	20 hrs.	Seniors receive a narrative report	No	None	None	N/A	N/A	1.0
Lancaster School District	2,201	125/ 95*	Grades 10-12	Some juvenile offenders.	3	Academic Year	Yes	3.0 range 0.5-3	5-15 hrs.	A-F or PF	No	Career Orientation	None	N/A	N/A	2.0
Millersburg School District	325	6	Grades 9-12	Aptitude and interests assessed. Some students are handicapped.	1	Academic Year	Yes	1.5	15 hrs.		Yes	Career Exploration, Job-Related Theory	1.0	5 hrs.	A-F	2.5

*Receiving credit

CETA PROGRAM PROFILE FOR SECONDARY INSTITUTIONS
(continued)

Program	General Description						Credit Description: Work Experience Component				Credit Description: Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Neshaminy School District	3,674	17 Class/ Work Exp., 35 Work Exp. Only	Grades 9-12	Potential dropouts.	4	Academic Year	Yes	1.5	20 hrs over age 15, 18 hrs. under age 18	None	Yes	Consumer Skills	0.5	2 periods	A-F	2.0
Northern School District	875	33	Grades 9-12		4	Academic Year	No	None	25 hrs.	None	Yes	Career Education, Job Skills, Assertiveness	0.25	2 hrs.	P,F	0.25
Paradise School for Boys	52	35	Grades 10-12	Vocational training in specific areas. Court-placed youth.	3	Academic Year	Yes	Certificate awarded	20 hrs.	None	No	Career Awareness, Career Options	None	2 hrs.	N/A	Certificate awarded
Pottsville School District	1,389	30	Grades 9-12		4	Academic Year	Yes	2.0	15 hrs.	None, Credit Only	No	None	None	N/A	N/A	2.0

CETA PROGRAM PROFILE FOR SECONDARY INSTITUTIONS
(continued)

Program	General Description						Credit Description									
							Work Experience Component				Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Ringgold School District	1,321	30	Grades 10-12		3	Academic Year and Summer	Yes	2.0	15 hrs.	S-U	Yes	Career Orientation, Decision-Making, Applying for a Job	2.0	3 hrs.	S-U	2.0
Shikellamy School District (Program A)	1,456	243* 12- Read, 24- Math	At least 14 yrs. old	Remedial academic instruction. Students are below grade level on assessment.	1	Summer	No	None	35 hrs. including instruction	None	No	Mathematics, Reading	None		N/A	None
Shikellamy School District (Program B)	1,456	11	Grades 9-12	Basic carpentry skills. Some participants are handicapped.	1	Summer	Yes	0.25	7 hrs. per day	A-F	No	On-the-job training with certified teacher	None	N/A	N/A	0.25
State College Area School District	1,862	22	Grades 10-12		3	Academic Year	Yes	1.0*	9 hrs.	A-F*	Yes	Career Counseling	1.0*	1 hr.	A-F*	0.25-# 1.0

*Combined total
#Credit awarded at rate of .25 credit for 90 hours of instruction and work experience

CETA PROGRAM PROFILE FOR SECONDARY INSTITUTIONS
(continued)

Program	General Description						Credit Description									
							Work Experience Component				Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Waynesboro School District	1,245	25	Grades 10-12		3	Academic Year	Yes	1.0*	12.5 hrs.	A-F	Yes	Vocational Workshop, Career Orientation	1.0*	2 hrs.	A-F	1.0
Wyalusing School District	415	7	Grades 10-12	Required courses for graduation uses teacher/tutor. Disruptive youth.	3	Academic Year	Yes	2.0	1/2 day	A-F•	Yes	Individual tutoring in required academic areas for graduation	Varies	15 hrs.	A-F	2.0 plus academic area credits
Unidentified	371	30	Grades 10-12	Library Science, Recreational Officiating, Advanced Furniture Making.	3	Academic Year	Yes	1.0*	10 hrs.	A-F*	Yes	Library Science, Recreational Officiating, Advanced Furniture Making	1.0	10 hrs.*	A-F*	1.0*

*Combined total
•Grade given by classroom teacher, not by teaching tutor

CETA PROGRAM PROFILE FOR POSTSECONDARY INSTITUTIONS

Program	General Description						Credit Description: Work Experience Component				Credit Description: Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Bloomsburg State College	6,532	25	High School Grads.		Varies	Academic Year	No	None	N/A	None	Yes	College level and vocational classes	Varies	N/A	A-F	Varies
Harrisburg Area Community College (Program A)		11	High School Grad. Drop-outs	Commercial Security.	30 weeks	Academic Year	Yes	None	1 day	A-F*	Yes	Developmental and content courses	30	7 hrs. 4 days	A-F*	30
Harrisburg Area Community College (Program B)			High School Grad. Drop-Outs	Word Processing.	48 weeks	Academic Year and Summer	No	None	N/A	None	Yes	Developmental courses, typing, transcription	48	7 hrs. per day	A-F	48
Harrisburg Area Community College (Program C)		23	High School Grad. Drop-outs	Career Orientation and Assessment, Displaced Homemakers.	6 weeks	Summer	No	None	N/A	None	Yes	Survival Skills and Career Orientation	21*	7 hrs. per day	A-F	3.0

*Combined total

CETA PROGRAM PROFILE FOR POSTSECONDARY INSTITUTIONS
(continued)

Program	General Description						Credit Description									
							Work Experience Component				Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Luzerne County Community College (Program A)		23	Grades 10-12	Provide career options.	Varies	Academic Year	No	None	N/A	None	Yes	Coop. Ed. Training, Sequenced Shops	Varies	Varies	A-F	1.0-2.0
Luzerne County Community College (Program B)		450 45#	Grades 9-12	Remedial instruction in courses required for graduation.	4	Summer	No	None	N/A	None	Yes	Math, Reading, Science, Social Science, Health, Physical Education	2.0	6 hrs. per day 7 wks.	A-F	1.0-2.0
Northampton Area Community College	450	4	High School Grads.	Noncredit courses in summer	2	Academic Year and Summer•	No	None	N/A	None	Yes	Regular college classes	Varies	Varies	A-F	30

*Participant could be awarded up to 18 CLEP credits
#Receives credit
•Noncredit program

CETA PROGRAM PROFILE FOR POSTSECONDARY INSTITUTIONS
(continued)

Program	General Description						Credit Description									
							Work Experience Component				Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Reading Area Community College	1,342	150	College Freshmen and Sophomores	Developmental and remedial.	2	Academic Year and Summer	No	Up to 30	N/A	None	Yes	Remedial and developmental		16 hrs.	A-W	8.0
Southern Alleghenies Regional Planning Commission and the University of Pittsburgh at Johnstown		27	College Sophomores and Juniors	Specially designed courses.	1	Summer	No	None	N/A	None	Yes	History, Psychology, and Marketing	3.0	6 hrs.	S-U	3.0
Triangle Institute	150	45	High School Grads. or Equiv.	Trade and technical.	2	Academic Year and Summer	No	None	N/A	None	Yes	Technology courses	Varies	3 hrs.	A-F	36.0-50.0

CETA PROGRAM PROFILE FOR POSTSECONDARY INSTITUTIONS
(continued)

Program	General Description						Credit Description									
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	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Williamsport Area Community College	3,154	25	High School Grads. or Equiv.	Enrolled in AA program or certificate.	Up to 2 yrs.	Academic Year	No	None	N/A	None	Yes	Regular college classes	Varies	Varies	A-F	31.0

CETA PROGRAM PROFILE FOR CONSORTIA

Program	General Description						Credit Description: Work Experience Component				Credit Description: Classroom Experience Component				
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Allegheny Intermediate Unit 3	43 school dists.	60	16-21 year olds	Handicapped.	2	Academic Year	Yes	2.0*	15 hrs.	Varies	Yes	Work related	2.0	3.3 hrs.	Varies	0.5-2.0
Appalachia Intermediate Unit 8	3 counties	30	16-21 year olds	Skill training in vocational areas, all handicapped.	2	Academic Year and Summer	No	N/A	Varies	N/A	Yes	Skill training in vocational areas	None	15 hrs.	S-U	None
Bethlehem Area Vocational-Technical School	1,720	10	Grades 10-12	Instruction in carpentry, plumbing, electricity, masonry. Hispanic with limited English proficiency.	3	Academic Year	Yes	2.0	1 hr.	A-F	Yes	Career Orientation, Job Skills	1.0	1 hr.	A-F	3.0
Bradford Area Vocational-Technical School (Program A)	7 school dists.	32	Grade 12	Diversified occupations.	1	Academic Year	Yes	2.0	1/2 day	A-F	Yes	Career Orientation, Job Skills	1.0	1 hr.	A-F	3.0

*Combined total

CETA PROGRAM PROFILE FOR CONSORTIA
(continued)

Program	General Description						Credit Description									
							Work Experience Component				Classroom Experience Component					
	Total Enrollment in Institution	Number of CETA Students Participating in Program	Level of Students	Special Characteristics of Program	Number of Years Students Can Participate in Program	Program Duration	Is Credit Given for Work Experience?	Maximum Number of Credits Per Year	Length of Work Experience Per Week	Type of Grade	Is Credit Given for Classroom Experience?	Type of Classroom Experience	Maximum Number of Credits Per Year	Length of Classroom Experience Per Week	Type of Grade	Average Number of Credits Awarded Per Participant Per Year
Bradford Area Vocational-Technical School (Program B)	7 school dists.	4	Grade 12	Building trade maintenance, handicapped students.	3	Academic Year	Yes	2.0-* 3.0	1/2 day	A-F*	Yes	Job-related	2.0- 3.0	1/2 day	A-F*	2.0-* 3.0
Career Development and Training Center	360	50 in school, 240 out of school	Grade 10-up	Career exploration in 7-8 areas.	3	Academic Year and Summer#	Yes	2.0	1/2 day	Excellent, Pass, Fail	Yes	Training in 8 vocational areas	2.0	1/2 day	Excellent, Pass, Fail	2.0
Chester County Intermediate Unit 24 (Program A)	12 dists. in IU, 1 outside IU	350 20+	Ages 14-21	Emancipated youth, potential dropouts.		Academic Year	Yes	2.0	15 hrs.	A-F	No		N/A	N/A	None	1.0

*Combined total
+Receives credit in one school district
#Does not award credit

CETA PROGRAM PROFILE FOR CONSORTIA
(continued)

Program	General Description						Credit Description: Work Experience Component				Credit Description: Classroom Experience Component				
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Chester County Intermediate Unit 24 (Program B)	12 dists. in IU, 1 outside IU	160	Ages 14-21	Summer academic.		Summer	No	None	N/A	None	Yes	Math, English, Social Studies, Health, Vocational Areas	2.0	1/2 day	A-F	1.0-2.0
Colonial Northampton Intermediate Unit 20	7 school dists.	45	Ages 14-18	Handicapped students, disruptive youth.	3	Academic Year	Yes	20.0	Varies	P,F	Yes	Job orientation, remedial training	2.0	5-40 periods	P,F	2.0
Lycoming-Clinton County Alternative Education Program	5 school dists.	5	Ages 14-up	Alternative education programs for schools in Lycoming County. Potential dropouts, alienated youth.	Varies	Academic Year	Yes	1.0	Varies	A-F	No	None	N/A	N/A	None	1.0
Lycoming-Clinton County Youth Program	6 school dists.	75	Ages 14-up	Remedial inst. for students who failed, potential dropouts, alienated youth.	Varies	Summer	No	None	N/A	N/A	Yes	Individual inst. in required courses for grad., math, science survival skills* occupational interest and vocational retention	Varies meets req. of sponsoring school dists.		A-F	1.0-2.0

CETA PROGRAM PROFILE FOR CONSORTIA
(continued)

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Mercer County Area Vocational-Technical School	9 school dists.	22	Grades 11-12	Diversified occupations.	2	Academic Year	Yes	2.0	18 hrs. 4 days	A-F	Yes	Job preparation, relation, consumerism, career planning	1.0	3 hrs. 1 day	A-F	3.0
Montgomery County Intermediate Unit 23	7 school dists.	37	Grades 10-12	Dropouts, potential dropouts.	3	Academic Year and Summer	Yes	3.0	20 hrs.	A-F	No	N/A	None	N/A	None	3.0
Northwest Tri-County Intermediate Unit 5		1,100	Grades 9-12		3	Academic Year	Yes	0.5-1.0	Varies	A-F	Yes	Job-related training	0.5		A-F	1.0
Schuylkill Intermediate Unit 29	12 school dists.	540	Grades 10-12		3	Academic Year	Yes	2.0	15 hrs.	Varies	No	Counseling sessions	None	3 hrs.	None	0.5

CETA PROGRAM PROFILE FOR CONSORTIA
(continued)

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Venango County Area Vocational-Technical School	6 school dists.	27	Grades 11-12	Diversified occpations, some handicapped students.	2	Academic Year	Yes	2.0*	15 hrs. 4 days	A-F	Yes	Job-seeking information, job skills	2.0*	3 hrs. 1 day	A-F	2.0
Wayne County Alternative Education Program	2 school dists.	42	16-21 yr. olds	Alternative education, teacher/tutor.	No Limit	Academic Year	Can be	2.0	15 hrs.	P/F	Yes	Remedial Reading, Language Arts, Mathematics	Varies	Varies 1-3 periods	A-F	1.25
Williamsport Area Community College	6 school dists.	200	Grades 9-12	Career exploration and assessment, potential dropouts.	1	Academic Year and Summer	No	None	N/A	None	No	Career planning, communication skills, assessment	None	1 day academic year, 5 days per week, summer	None	None

*Combined total